



Childcare Inspection Report on

Cardiff University Day Care Centre

**Cardiff University
43-45
Park Place
Cardiff
CF10 3BB**



Date Inspection Completed

23/09/2019

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Description of the service

Cardiff University Day Care Centre is registered to provide care for up to 64 children. They offer full day care or part-time sessions, for children aged ten weeks to five years. They are open from 8:00am until 6:00pm throughout most of the year. The service operates from the ground floor of converted office buildings, near the centre of Cardiff. The service is delivered through the English language and the nursery does not provide the 'Active Offer'.

Summary

1. Overall assessment

This was a focused inspection which concentrated mainly on children's well-being, along with some elements of care and development and leadership and management. Overall, we found that children are settled, happy and form positive relationships with their peers. Children have access to a wide range of play and learning opportunities to promote their all-round development. However, we found some inconsistencies in terms of staff responsiveness and care practices throughout the inspection. This meant that the elements of good practice we observed were overshadowed by changeable interactions and experiences. At the time of the inspection, a management restructure was ongoing; we have since been informed that this has concluded. The service is run with due regard to National Minimum Standards for Regulated Childcare and The Child Minding and Day Care (Wales) Regulations 2010.

2. Improvements

We did not review the recommendations made at the previous inspection on this occasion. These will be considered during the next full inspection.

3. Requirements and recommendations

There were no areas of non-compliance identified at this inspection. We made five recommendations to improve practice, which are detailed in the body of the report and summarised in section 5.2.

1. Well-being

Summary

This was a focused inspection, we have not considered this theme in full, therefore we have not issued or revised any ratings awarded previously.

Our findings

Children benefit from a service which provides them with a wide range of play and learning opportunities. There are plenty of opportunities for freely chosen and unstructured play activities. For example, we saw children choosing their own jigsaws, books and what songs to sing as they played. Some children approached us confidently to tell us their names and ask us what we were doing. A child who could not decide what activity they wanted to do was gently prompted by a member of staff saying "Would you like to get the play dough out?" which helped the child choose. A group of five children who did not want an afternoon nap were encouraged to choose a book each and they then listened enthusiastically to one of the books being read to them by a staff member. Children enjoyed being asked questions about the book and joined in with bits of the story that they knew.

Children are enthusiastic and interested in their play and learning. They enjoy a good range of interesting opportunities indoors, but outdoor play was not offered during the inspection because it was raining. Children enjoy each other's company and friendship bonds are apparent. For example, we saw two children relaxing on a bean bag with a teddy. We observed a child arrive in the pre-school room and confidently go straight to the car mat to play with cars, content to be there.

We noted that children were very well behaved during our observations. This included meal times, when they sat quietly. At meal times children had mixed experiences. Children were joined at their tables by staff, who encouraged their social skills and reminded them to use good manners. However, some mixed messages were given to children by the way staff interacted and responded. Some staff readily engaged in conversation with children as they ate, whilst another child who tried speaking to a staff member was told not to speak until mealtime was over and then they would be listened to. Additionally, some children were asked to be quiet when they were not making an unreasonable amount of noise, and children were repeatedly told to put their bowls back on the table. Whilst this is in itself a reasonable request, the children's behaviour did not warrant the firm tone used. On one occasion a child was inappropriately told that they would not get any fruit if they did not put their bowl down.

We observed missed opportunities to promote independence at meal times and found children's likes and dislikes are not always well-met. For example, children were not

encouraged to serve themselves any food or drink, or to help tidy up. Similarly, children were not offered a choice of foods for their main meal, although they were offered a choice of fruits. This meant that for some children, they only had a limited meal. This has previously been a strong area of practice within the service. The routines and practice has changed. This limits the positive meal time experiences for children. Children are able to requests more food if they are still hungry, and second helpings were given.

2. Care and Development

Summary

This was a focused inspection, we have not considered this theme in full, therefore we have not issued or revised any ratings awarded previously.

Our findings

Staff told us that safeguarding children is regarded as a priority and that staff are regularly asked to review any updates to policies and procedures, which are initially given to them in their staff handbook. Staff confidently gave us a detailed account of their role in safeguarding, demonstrating they had a clear understanding of the process to follow. Staff have beneficial training opportunities to help them keep children safe.

Separate rooms are available for children to sleep in, adjacent to their base rooms. Staff told us that sleeping children are monitored every 10 to 15 minutes, but records showed that this was not always consistent, with some entries showing checks being carried out every 20 to 30 minutes. We noted that the sleep procedure policy was not specific about timescales for monitoring children. We have since been informed that the sleep procedure has been updated.

A suitable behaviour management policy is in place which outlines strategies for all staff to use when working with children. We found that that children's experiences vary within the service. For example, a member of staff listened intently to a child telling her what she would like to make at nursery the following day. The member of staff offered to make sure they have the craft items needed, which led to a funny story about supermarket shopping, making them both laugh. Similarly, we saw staff praise a child for managing to use the toilet for themselves; a member of staff went down to the child's level and said "Oh wow, mummy will be thrilled!" In contrast to this, on other occasions, we saw unwarranted firmness and interactions which could confuse children. For example, staff sometimes used statements such as 'sit up' and 'sit on your bottom' very firmly during lovely play activities. This type of practice could cause confusion for children regarding boundaries and acceptable behaviour, and it broadly overshadowed the positive practice that was also observed.

3. Environment

Summary

This was a focused inspection, we have not considered this theme in full, therefore we have not issued or revised any ratings awarded previously.

4. Leadership and Management

Summary

This was a focused inspection, we have not considered this theme in full, therefore we have not issued or revised any ratings awarded previously. We noted however, that one area of the nursery has been without a sector leader since July. This role has been overseen by the PiC as an interim measure until a new sector leader starts mid-October. We were told that there is a management restructure ongoing. During feedback, the RI gave firm assurances that action will be taken regarding recommendations made.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None.

5.2 Recommendations for improvement

We discussed the following best practice recommendations:

- Ensure alternative choices are available if children do not like certain foods;
- encourage independence at food times;
- ensure children have opportunities for outdoor play;
- ensure all staff consistently implement the newly updated sleep policy and
- ensure all staff are implementing the behaviour management policy consistently and that staff tone/manner is appropriate for the intervention.

6. How we undertook this inspection

This was a focused, unannounced inspection undertaken in addition to our normal schedule of inspections. We undertook a focused inspection of the service to consider information shared with us through our concerns process. Two inspectors undertook one unannounced visit to the service for three hours and twenty five minutes. We:

- Reviewed information held by CIW, including the previous inspection report;
- spoke to some children and staff present, including the acting person in charge;
- spoke with one parent;
- observed children and the care they were receiving;
- briefly considered some operational records and
- subsequently gave feedback to the RI by telephone.

Further information about what we do can be found on our website:

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Phil Rees-Jones
Person in charge	Jacqueline Kempa
Registered maximum number of places	64
Age range of children	10 weeks to 5 years
Opening hours	8:00a.m. – 6:00p.m.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	8 and 9 January 2019
Dates of this inspection visit	23 September 2019
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people/children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's ' <i>More Than Just Words follow on strategic guidance for Welsh language in social care</i> '.
Additional Information: None.	

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