



Inspection Report

Passport To Play Day Nursery

**Passport To Play Nursery
47 Rhoose Road Rhoose
Barry
CF62 3EQ**



Date Inspection Completed

23/06/2023

About Passport To Play Day Nursery

Type of care provided	Childrens Day Care Full Day Care
Registered Provider	Passport to Play Day Nursery Ltd
Registered places	85
Language of the service	English
Previous Care Inspectorate Wales inspection	30 September 2022
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

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<u>Well-being</u>	Good
<u>Care and Development</u>	Adequate
<u>Environment</u>	Adequate
<u>Leadership and Management</u>	Adequate

For further information on ratings, please see the end of this report

Summary

Children are happy, settled and enjoy their play and learning. Their opinions and interests are valued. Children receive a variety of play opportunities and make choices about how to spend their time at the setting. They interact well with their friends and form close relationships with staff. They have good opportunities to develop independent skills.

Staff understand how to keep children safe and healthy. They manage interactions in a positive manner and are consistently warm, patient and kind. Staff know children well and they ensure children's individual needs are supported. Staff implement appropriate infection control procedures. People who run the service and staff can at times be inconsistent in their assessment of risk and we have identified this as an area for improvement.

The environment is safe and secure. Staff ensure only authorised access. All required safety checks for the building are in place. The facilities are clean, welcoming, light and child friendly. Suitable play and learning resources are available for all ages. There is a substantial garden area which pre-school children have free flow access to.

People who run the setting are committed to creating a warm and caring atmosphere where children feel relaxed. There are policies and procedures in place to support the setting to operate effectively. Staff are well-qualified, and relevant checks have been carried out to ensure they are suitable to work with children. Parents speak highly of the setting and the care their children receive.

Well-being**Good**

Children make choices about how they spend their time at the setting. They choose freely from a variety of resources and toys, and between free play or more structured activities. They move easily between the activities and areas within their base rooms. Pre-school children have free flow access to the outdoor area and choose whether they play inside or out. Children of all ages are confident to approach staff to show them things, share toys and ask for help as they know their moods, wants and needs are considered. For example, we heard children in the after-school area chatting to staff to plan what they would like to do. Children chat happily to staff as they play and learn, knowing that staff listen to them and value what they say. We saw children talking enthusiastically to staff during snack time, and later, eagerly inviting them into their play in the role play area. Children's views and interests are considered when planning activities.

Children are happy, settled and cope well with separation from their parents. They form good bonds of affection and feel secure with staff who are kind, gentle, warm and know them well. We saw babies and toddlers having reassuring cuddles when they needed and wanted them. Children are familiar with the routines which they enjoy and this adds to their sense of safety and belonging. For example, we saw children eagerly sitting down for circle time and lining up readily for handwashing.

Children are learning to co-operate, take turns and share. They play happily alongside each other or together, and are beginning to form friendships, in line with their age and stage of development. We saw children sitting calmly at the table at meals and enjoy chatting to their friends. Children consistently interact well with their peers and staff. They co-operate and are actively interested and engaged in what they are doing. Children know what is expected of them and they respect each other, resources and toys.

Children thoroughly enjoy their play and learning at the setting. We saw children confidently engaging with a variety of toys and activities. For example, children run around in the garden with footballs, smiling and laughing and children concentrate as they made pasta necklaces alongside staff.

Children have good opportunities to develop their independence skills. We saw children feeding themselves, serving themselves drinks and getting their own coats and bags. They are supported to develop their independence when toileting and washing their hands. Pre-school children can access the toilets independently.

Care and Development**Adequate**

Staff have a suitable understanding of how to keep children safe and healthy. They are knowledgeable about the signs and symptoms of abuse and have a clear understanding of the setting's safeguarding procedures. Staff know about their own responsibility to report any concerns. They keep suitable accident, incident and pre-existing injury records. People who run the service regularly review these to look for patterns and trends and formally record this. Care staff and the nursery cook consistently implement systems for the safe management of food allergies. Staff carry out appropriate infection control procedures during nappy change routines to minimize the risk of cross infection. Good hygiene is promoted. Staff ensure children know to wash their hands before food and after using the toilet. Fire drills are carried out regularly. People who run the service and staff carry out risk assessments and daily checks. However, these do not always identify risks and hazards and they can be inconsistent in their assessment of emerging risk. While no immediate action is required, this is an area for improvement. We expect the registered provider to take action to rectify this and we will follow this up at the next inspection.

Staff are consistently warm, patient and kind in their interactions with the children. Staff use positive behaviour management strategies at the setting. They routinely praise children for sharing and using good manners. For example, we often heard staff using phrases such as "Good job", "well done", and "great listening". Staff identify when children need support with their interactions and intervene appropriately. We saw staff engage with children who were showing unwanted behaviours, re-directing their energies into other activities. Staff act as good role models for the children.

Staff know children and their individual needs very well. They naturally adjust the care and the behaviour strategies they use to suit each child. Staff plan a suitable range of activities for children. They undertake regular observations of children. They use this information to plan for each child's progression. Staff keep files for children which evidence children's development during their time at the setting. Children with additional learning needs are supported appropriately and staff ensure they receive care which meets their needs. However, information regarding changes in children's needs, and their individual behaviour strategies and plans are not available in children's records. Staff naturally extend the play and learning of children through chatting to them about what they are doing.

Environment

Adequate

The main entrance to the nursery used by parents, children and staff is safe and secure. Staff ensure only authorised entry and maintain a log of any visitors. The large garden area is also securely fenced. Records show that fire safety equipment is regularly checked and maintained. Insurance certificates are up to date and routine safety checks for the building and appliances, such as an annual gas safety check are in place. The setting is registered with the food safety department and people who run the setting maintain appropriate records to ensure food is provided safely. The vehicle used to provide transport to and from school has the appropriate documentation.

People who run the setting ensure the facilities meet the needs of the children attending. The indoor environment is welcoming and child friendly with each area being adapted to meet the needs of the age group of the children who use it. The pre-school outdoor area provides ample space for children to be physically active and enjoy a range of activities outdoors. However, the environment has not been developed to provide suitable facilities for very young children and babies to have the same access to daily outdoor play and learning experiences. Babies have use of a separate cot room for sleeping which is monitored closely by staff. Older children sleep on mats on the floor of a designated room. There are a suitable number of children's toilets and nappy changing facilities available.

The setting has a large quantity of resources and toys which are rotated to offer children more choice and variety. The setting has good quality furniture and resources to support children's independence. For example, child sized tables, chairs, low level toy storage units and coat pegs for children's belongings. Staff follow a set cleaning rota to ensure the areas used by children are maintained to an appropriate standard. Staff regularly check resources to ensure they are safe and suitable.

People who run the setting have a clear vision for the service which places a high priority on creating a warm, friendly and relaxed setting where children can feel at home. There is a clear and up to date statement of purpose enabling parents to decide if the setting is right for their child. There are clear policies and procedures in place which people who run the setting regularly review.

People who run the setting carry out self-evaluation and plan for improvements. They obtain feedback from parents and children to produce an informative and detailed Quality of Care Report annually. People who run the setting continually seek to improve on the care they offer. They have engaged fully in the Inspection as part of this improvement process.

There is a clear system in place to ensure that staff's Disclosure and Barring Service checks (DBS) are current. Staff files are up to date and leaders undertake all relevant checks to ensure staff are suitable to work with children. There is a very established staff team at the setting. They are enthusiastic, motivated and enjoy their work. People who run the setting have fostered a supportive and positive culture within the staff team and staff told us how happy they were working at the setting. An appropriate system for supervision and appraisal to support staff in their roles is established. However there has not been an organised system to improve and evaluate staff understanding and assessment of emerging risk.

People who run the setting and staff have established positive relationships with parents who spoke highly of the setting and the care their children receive. Parents receive regular feedback on their child's progress and parents told us that communication with people who run the setting was good. Many parents that we spoke to commented on the 'family' feel at the setting and how relaxed both they and their children felt with the staff. The setting has developed good working relationships with other professionals and agencies such as the Local Authority Additional Learning Needs Coordinator.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
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25	The Provider has failed to consistently identify and as far as possible eliminate all unnecessary risks to children's safety.	New
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Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 7 - Opportunities for play and learning	Ensure there are suitable opportunities for babies and very young children to play and learn outdoors.
Standard 24 - Safety	Ensure all staff are involved in assessing risks and hazards in the environment and are vigilant in assessing emerging risks.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Ensure children's individual records are regularly updated

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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