



Inspection Report

St Aubin Romilly Park Day Nursery

**St Aubin Romilly Park
76 Romilly Park Road
Barry
CF62 6RR**



Date Inspection Completed

19/07/2023

About St Aubin Romilly Park Day Nursery

Type of care provided	Childrens Day Care Full Day Care
Registered Provider	St Aubin Nurseries Limited
Registered places	70
Language of the service	English
Previous Care Inspectorate Wales inspection	4 July 2018
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	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>	Excellent
<u>Care and Development</u>	Excellent
<u>Environment</u>	Excellent
<u>Leadership and Management</u>	Excellent

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

Summary

Children have a strong voice and successfully influence their play and learning. They feel very secure and co-operate incredibly well with staff and each other. Children thoroughly enjoy the time they spend at the setting. They develop their independence through a range of quality experiences.

Staff are professional and passionate about their roles. They have a thorough understanding of how to keep children safe and healthy and implement the setting's policies and procedures effectively. Staff are patient, kind and caring. They support children's learning and development very well, offering a wide range of activities led by children's interests and developmental needs. Staff keep very effective records of children's progress.

The environment is secure, clean, welcoming, and very well organised to support children's play and learning. An excellent range of indoor and outdoor resources promote children's all-round development.

People who run the setting provide excellent support to staff. They are highly motivated and ensure robust policies, procedures, and records are in place. People who run the setting use self-evaluation effectively to identify and make improvements. Parents are kept well informed and up to date about their child's experiences and development.

Children have many choices and opportunities to make decisions about how they spend their time. They choose which resources they want to play with, whether they want to play inside or outdoors and decide which activities they want to take part in. Children are extremely confident to communicate their thoughts and ideas, as they know staff will listen and show interest. Their ideas are consistently gathered and used as part of the planning process, which ensures their interests and needs are always considered.

Children are especially settled and happy. This is because staff fully recognise and support their individual needs. For example, a baby showed signs of tiredness after eating their snack and was quickly comforted to sleep by a staff member. The children know the staff very well and have developed secure and affectionate relationships with them. These strong relationships support children to confidently make choices and participate positively in their play.

Children develop friendships and clearly enjoy being in the company of other children. They play happily alongside each other or together. We saw a group of children engrossed in their play, working collaboratively using wooden blocks and hay to make a stable for the toy ponies. Children are becoming self-aware and are learning to be sensitive to the needs of others. For example, during water play a child kindly offered another child one of their cups on hearing them say they 'didn't have one'. Children's mental and emotional health is prioritised. They are encouraged to make healthy, rewarding and meaningful connections by building friendships and being kind. Children receive opportunities to focus on their own feelings and use strategies to reduce anxiety by taking part in activities such as yoga.

Children thoroughly enjoy and are completely absorbed in their play. They benefit from an excellent variety of age-appropriate resources. Children are motivated to follow their own interests and sustain their play for periods suitable to their age and stage of development. For instance, babies delighted in their play with balloons, babbling and laughing as they batted and watched the balloons float through the air. Older children were fully engaged in their outdoor play. We heard lots of laughter as children rode around on trikes, played with bubbles and water, and built sandcastles.

Children have excellent opportunities to develop their independence. They are provided with a variety of age-appropriate experiences to practise their self-help skills. For example, at snack and mealtimes children serve themselves food and pour their own drinks. This gives children a great sense of achievement and success as a direct result of their own actions. Children confidently choose activities, which supports them to develop independent thinking skills and make their own decisions.

Care and Development**Excellent**

Staff understand and consistently implement policies to promote healthy lifestyles. They effectively manage any risks that arise. We saw how staff were quick to respond when a child fell over, assessing and reassuring the child and following all the correct protocols. They promptly fill in accident and incident forms, sharing the information with parents or external agencies where appropriate. Staff carry out regular cleaning and consistently remind children about washing hands. They offer a range of healthy foods and have achieved awards for promoting healthy eating and lifestyles. Staff are aware of allergies and are proactive in keeping the children safe because there are robust procedures in place. They have a thorough understanding of their responsibilities to protect children. Staff spoke confidently about what to do if they had any safeguarding concerns.

Staff interact very well with the children and show interest, pleasure and care in all that they do. They frequently offer praise and encouragement, and they are excellent role models to the children; prompting “please” and “thank you” when appropriate. Staff fully understand the behaviour management policy and implement positive behaviour management strategies. For example, staff use distraction techniques successfully. They are consistent in their approach and frequently remind children of the expectations, for example the use of kind hands. Staff are always responsive and listen to the children’s views. They respect children’s feelings and allow children to express themselves in their own time. Staff speak softly to the children and use positive reinforcement regularly which encourages children to regulate their behaviour.

Staff promote child led learning and development. They support children’s curiosity, allowing them endless opportunities to explore and experiment by following their own interests. Staff are highly motivated and offer children effective support in their learning and development by allowing them to create their own play. For example, the children listened to a story in the outdoor area and were then further encouraged to role play and use large construction blocks to retell the story. Staff are very aware of children’s individual needs, and are flexible in their approach. For example, they reassure less confident children or simplify their communication when required. The setting is beginning to implement principles of the New Curriculum in Wales, and this is evident in the planning and training received by staff. Staff consistently review children’s development, keeping parents fully informed. Children’s progress is tracked, and weekly observations are used to plan their next steps. Staff provide excellent support for children with additional needs. The setting works effectively with a range of multi-agencies to support children and devise individual development plans where necessary.

Environment**Excellent**

There are comprehensive and effective policies in place to ensure that everyone fully understands their responsibilities to keep children safe and healthy. The environment is very safe and provides ample space for children to play and learn. There is an extensive range of detailed risk assessments in place for all areas of the setting and staff undertake daily safety checks. Registers record arrival and departure times of both children and staff. Staff ensure only authorised persons have entry to the setting and maintain a log for any visitors. Records show regular fire drill practices are carried out, so staff and children know how to evacuate the building safely, in the event of an emergency. Consistent and thorough cleaning procedures ensure all areas of the setting are kept clean and hygienic, minimising risks to children's health and safety.

The environment is extremely welcoming and child friendly with many inviting areas for children to explore. The playrooms are very well organised to promote all aspects of children's development. For example, construction role play area, language and literacy area, an investigation station and maths area. A purposeful range of resources, including real life items, multicultural and natural resources ignite children's curiosity, encouraging them to engage in play. Wall displays include photographs of children at play and examples of their creative work which celebrates their achievements, giving them a sense of pride and belonging. The outdoor play space is very safe and secure. It provides a spacious area with a wide variety of resources which suitably challenge children and offer them opportunities to experiment. For example, mud kitchen, planting and growing areas, bug hotel, trikes, sandpit, water play and tepee.

Leaders ensure that all children can easily access toys and equipment both indoors and outdoors. Regular cleaning of toys and equipment is undertaken, and resources are of excellent quality. The setting has very good quality furniture and resources to support children's independence. For example, child sized tables, chairs, low level toy storage and individual named coat pegs for their belongings. There are a suitable number of children's toilets and nappy changing facilities available, which are clean and hygienic. Liquid soap and paper towels are easily accessible to support children's independence when washing their hands.

Leadership and Management

Excellent

Leadership and management are strong. There is a clear statement of purpose providing parents with full and accurate information about how the setting runs. People who run the setting are dedicated and motivated to continually improve upon the service they offer. They are very knowledgeable about their regulatory responsibilities and consistently operate above the National Minimum Standards. Policies and procedures are of high quality, regularly reviewed and implemented very well by staff in practice.

People who run the setting work hard to provide a quality care provision to children and their families. The staff team are enthusiastic, motivated and enjoy their work. Staff files are very well organised, and evidence all relevant checks to ensure staff are suitable to work with children. There is a robust system in place to ensure that staff's Disclosure and Barring Service checks (DBS) are updated in a timely manner. People who run the setting highly value their staff team and implement several beneficial strategies to ensure staff's health and well-being is supported. For example, staff have access to support packages which include expert advice in areas such as bereavement, stress, money management and parenting. Staff receive regular, meaningful supervisions and annual appraisals, which enable them to identify their strengths and areas for development. New staff are very well supported during their probation with a thorough induction process. Staff are deployed effectively ensuring staff ratios are always met and children are always well cared for. People who run the setting plan well for any staff absences and use a consistent bank of familiar staff for cover.

People who run the setting monitor the quality of service and plan for improvements very effectively. They regularly seek feedback from parents, children, staff, and outside agencies. This information is used to write an annual quality of care report and a detailed action plan to address any areas of development. For example, the most recent report prioritised targets such as, to provide staff training on New Curriculum Wales, and to complete works on the conservatory, both of which have been achieved. The report includes very positive feedback from parents which demonstrates a high level of satisfaction with the service provided.

The setting has established positive relationships with parents. Parents receive regular feedback on their child's progress via a digital app, daily verbal feedback, newsletters and are invited to attend parents' evenings. Beneficial partnerships are developed with local authority advisers and support agencies such as speech and language and health visitors. In addition, the setting works with a national early years organisation to promote the best possible outcomes for children.

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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N/A	No non-compliance of this type was identified at this inspection	N/A
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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)
	No NMS Recommendations were identified at this inspection

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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Date Published 07/08/2023