



Inspection Report

Heavenly Day Nursery

**Heavenly Day Nursery
8/9 Hermon St
Treorchy
CF42 6PW**



Date Inspection Completed

13/02/2024

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About Heavenly Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Gail James
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	2 January 2019
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children are happy, settled, and safe at the nursery. They enjoy their play and learning and develop close relationships with staff. They have good opportunities to make choices and decisions about what they do and learn and develop well from the experiences and resources provided for them.

Staff have a good understanding of how to keep children safe and healthy. They are warm and caring and create a calm and respectful atmosphere. Staff provide activities that interest children, and they support and engage with them well.

The leader ensures the nursery is safe, secure, and well maintained. Playrooms are light and welcoming. The leader provides a good range of resources and equipment that are of good quality and meet the needs of the children using them.

The leader is very organised and provides a comprehensive range of policies to support the smooth and safe running of the nursery. Overall, she keeps appropriate records and completes paperwork effectively. The leader evaluates her service and plans for improvements that benefit children. The leader and staff develop good relationships with parents and keep them informed about their children.

Well-being

Good

Children are happy and settled. They have a strong voice and make choices and decisions about what they do and how they spend their time. For example, older children choose between joining in with group activities or continuing to play. Babies explore their environment freely and can access a good variety of toys and resources. Children are confident communicators and express their needs and wants in a variety of ways. For example, some children use gestures whilst others use their developing speech.

Children feel safe and valued. They cope well with separation from parents and carers. Children develop close, warm relationships with staff and know the routines of the day. This helps them develop a sense of belonging, confidence, and self-esteem. Some children are beginning to talk about feelings as they discuss the bear in the story feeling sad and volunteer the thought that he just wants to be friends. Babies readily seek out staff for cuddles and to play with them.

Children behave very well. They play mostly alongside each other as is appropriate for their ages and stages of development. Older children begin to learn to share and take turns as they share resources for exploring shaving foam. Children's views are considered, such as when they are asked if they would like to do dancing or singing. They feel proud when they are praised and given a sticker for sitting well, and many were confident to show us what they had been given.

Children thoroughly enjoy their play and learning. After exploring how flour and water mix in a large tray, children delighted in tasting homemade pancakes with a variety of accompaniments. They benefit from extended periods of time to choose what they want to do and construct their own play. Children also have valuable opportunities to join in with adult-led and planned activities such as exploring pancake mixture, singing or story time. Most join in enthusiastically, including with repeated refrains in stories and the actions in songs.

Children learn and develop well from the opportunities and resources provided for them. They take part in a good variety of activities that support their all-round development. Children are encouraged to develop independence and self-help skills. They are supported to feed themselves, use flannels to wash their hands and face and increasingly manage their own personal needs such as using the bathroom independently as they get older.

Care and Development

Good

Staff follow a range of good policies and procedures developed by the leader to keep children safe and healthy. Staff understand their duty to protect children and demonstrate a good understanding of who to report any concerns to. Staff follow effective procedures for recording accidents, existing injuries, and administering medication, which are monitored by leaders. They supervise children well and record their own, children's and visitors' attendance accurately and consistently. They know what to do in an emergency as they practise and record regular fire evacuation drills. Staff follow good hygiene procedures in relation to food and nappy changing. For example, they clean tables and ensure children wash their hands before and after eating. This helps children develop good personal hygiene practice. A dedicated kitchen manager prepares healthy meals daily. Robust systems are in place to manage or support any allergies or dietary preferences. Staff promote a healthy lifestyle through healthy eating and opportunities to be physically active both outside in the fresh air and through activities such as action songs and dancing.

Staff interact with children in a way that supports them well and creates a calm environment where children develop confidence and self-esteem. Staff promote warm and friendly relationships and offer lots of praise and encouragement. This helps children begin to learn what is right or wrong and to learn to manage their own behaviour. Staff get to know children well, for example, staff in the baby room demonstrate a very good understanding of children's routines, wants and needs. Staff speak respectfully to children and each other, making them very good role models.

Staff support children well to learn and develop through their interactions and the experiences they provide. They model language well, join in with play and use their interactions to extend children's thinking such as asking them for their opinions and ideas. They use some Welsh language in their interactions and singing. Staff plan activities around loose themes that reflect areas of learning and what children are interested in. They also plan some activities relating to festivals and celebrations which help children start to learn about diversity and different cultures. Staff observe and assess children and track their development. Some staff are beginning to use the Curriculum for Wales and the Quality Framework for Early Childhood Play, Learning and Care. However, not all staff are yet familiar enough with this to use it effectively to further develop their practice and planning. Staff are alert to children who may have additional learning needs and seek support when needed.

Environment**Good**

The leader has systems and procedures in place to ensure the nursery is safe and secure. Systems ensure children cannot leave the premises unsupervised and unauthorised people cannot enter. Leaders have developed comprehensive risk assessments which they review annually or as needed, for example, if they introduce new equipment or resources. Staff carry out effective daily health and safety checks and the kitchen manager manages the kitchen environment to a high standard. The leader ensures the nursery is clean and well maintained and arranges for all necessary building safety checks to be carried out as needed.

Playrooms are light and welcoming. Their layouts allow children space to move about freely and independently access toys and resources that are stored at their level. Older children can also access suitably sized toilets independently as they grow and gain confidence with personal care. Suitable nappy changing facilities are in place for younger children that ensure their privacy is respected and a cot room is attached to the baby room. This gives a safe and peaceful place for babies to sleep whilst allowing staff easy access to check on them. Children can access a good size outdoor play space directly from the toddler room. This provides further opportunities for play, learning and development as well as a recently developed area for gardening. Leaders told us children use the garden most days although we did not see it in use as the weather was very poor during our visit.

Leaders provide a wide range of toys, resources, and equipment that are of good quality and suitable for the children using them. They are clean and well maintained. Some resources support cultural awareness and diversity.

Leadership and Management

Good

The leader works closely with staff to provide a service that is focused on outcomes for children. She fosters a positive and supportive ethos. The leader has put in place a detailed set of policies and procedures to support the smooth and safe running of the nursery. Overall, paperwork is very organised and regularly reviewed. Documentation meets regulations and the National Minimum Standards. There is a useful Statement of Purpose that accurately reflects the service offered.

The leader understands the importance of reviewing the quality of care provided in the nursery. She carries out an annual review as required by regulation and seeks views from staff, parents, and children. The review provides some evaluation of what they do well and identifies broad areas for improvement. The leader is receptive to, and acts on, feedback received.

The leader follows appropriate safe recruitment procedures. However, not all staff files contained all the documentation required by regulations such as full employment history and job descriptions. Since the inspection visit the leader has given written confirmation that all required documentation is in place. Staff are well qualified and experienced; they told us they feel well supported and enjoy working in the nursery. There is a low turnover of staff which means children are cared for by a consistent staff team. The leader carries out and documents annual appraisals and periodic supervision meetings with all staff, as well as informal well-being check-ins when needed. She arranges and minutes regular full staff meetings to support and discuss updates and practice. The leader works well to ensure staff keep up to date with mandatory training.

The leader and staff develop very good relationships with parents. They gather the information needed to enable them to meet the needs of each child before they start at nursery through a comprehensive parent pack. They keep parents informed about their children through such means as a communication app, text messages, periodic newsletters, emails, and verbal feedback. Each room has a separate phone for parents to be able to communicate directly with the relevant staff.

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
29 (3) (a)	The provider has not ensured that all employees who look after relevant children receive appropriate supervision and appraisals.	Achieved

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
N/A	No non-compliance of this type was identified at this inspection	N/A
37 (2) (d)	The registered person has not ensured that the premises is kept in good structural repair externally and internally and is reasonably decorated and maintained.	Achieved

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	Develop staff knowledge and understanding of the curriculum for Wales and the Quality Framework for Early Childhood, Play, Learning and Care in Wales to further support the development of practice and planning.
Standard 18 - Quality assurance	Consider developing a more detailed action plan from the Quality of Care Review to support developments and improvements identified by the review.

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)
Continue to develop the use of incidental Welsh in everyday situations across the nursery.

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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