



Inspection Report

The Baby Bug Day Nursery

**42A Gorwydd Road
Gowerton
Swansea
SA4 3AQ**



Date Inspection Completed

20/09/2023

About The Baby Bug Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Sara Sedgwick
Registered places	37
Language of the service	English
Previous Care Inspectorate Wales inspection	12 January 2023
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.

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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 and confident and develop positive relationships with each other and staff. They have many opportunities to make choices and decisions about what they want to do. Children can learn and develop from the experiences provided.

Staff understand and implement policies and procedures to keep children safe and healthy. They are kind and caring, providing positive interactions to help children feel valued and secure. Staff engage appropriately with children in their play and are continuing to develop their planning and practice to support children's learning and development.

Leaders ensure the environment is safe and secure. There is ample space for children to play and leaders provide a good variety of age-appropriate resources. Leaders ensure the premises are light and well maintained although one or two areas felt cluttered and untidy. They provide children with a suitable outdoor play space which provides further opportunities for play and learning.

Leaders promote a positive ethos in the nursery. The registered person, person in charge and staff work well together to support children and families. They develop good relationships with parents and continue to work with other professionals who support them in developing their practice.

Well-being**Good**

Children have a good voice and have plenty of opportunities to make choices about their play. Children of all ages can move around freely and explore their environment most of the time. Older children have opportunities to be involved in planning some of the things they do. For example, discussing their ideas about what they want to include in a Halloween party. Children communicate confidently with each other and staff. Babies seek out staff to play with them or for comfort.

Children are safe, happy, settled and relaxed. Settling in routines for new children are thoughtful and take account of their ages. As a result, we saw new children settle quickly with gentle support from staff. Children know and follow the routines of the nursery helping them to develop a sense of belonging, confidence, and self-esteem. For example, after washing hands for lunch, children make a smooth transition to the dining area.

Children behave well in line with their ages and stages of development. They learn to manage their behaviour with support from staff. Children play cooperatively, such as when waiting their turn to walk along the balancing logs, or alongside each other as is appropriate. Children learn to take turns, share, and help to tidy up which develops respect for others and their environment. Older children are careful of younger ones when they play outside at the same time.

Children enjoy their play. They have extended periods of time to choose what they want to do. There is a good variety of resources and experiences for them to engage with. Children are learning to concentrate and persevere with their chosen play for appropriate periods of time. Most children also join in enthusiastically with adult led and planned activities such as singing, story time and craft activities.

Children learn and develop from the opportunities and experiences provided for them. They have opportunities to develop their Welsh through group times and hearing some incidental Welsh. Most children develop independence skills well. For example, as they make choices in their play, manage their own personal care needs and belongings, eat independently, or put their tissues in the bin.

Care and Development

Adequate

Staff effectively implement policies and procedures to keep children safe and healthy. Staff we spoke with demonstrate an appropriate understanding of their responsibility to protect children. They complete appropriate records of any injuries or marks children may have when they arrive and know who to report concerns to, should they have any. Staff consistently follow good hygiene procedures. We sampled records relating to accidents, incidents, and the administration of medication. Staff had completed these appropriately and ensured parents signed them. Staff are made aware of children's allergies, dietary or medical needs and suitable systems are in place to manage them. Leaders provide home cooked meals and ensure children can access drinks. Staff ensure children have regular opportunities to play outside. Staff have also re-started the toothbrushing initiative Design to Smile with children. Leaders have ensured there are enough staff with a paediatric first aid qualification. Staff and leaders implement a suitable system to record which children are present and which staff are looking after them.

Staff interactions with children are calm and supportive. They give praise and encouragement to children for doing something well or for trying, such as when supporting children with toilet training or helping to tidy up. There is a suitable behaviour management policy in place which staff mostly follow. They use positive strategies such as distraction or explanation to resolve issues. However, there are a few occasions where time out strategies may not be appropriate for the age of children. Staff are kind and speak appropriately to children and each other, acting as good role models.

Staff support children well in their play and learning, for example as they play ring-a-ring o' roses with a group in the garden. They plan some activities but also ensure children have lengthy periods to choose what they want to do. However, activities such as circle time or story time can, for some children, become too long. This can result in behaviours which disrupt others and make these times less effective. Staff help children to develop their Welsh language skills as they sing, count and name colours or use language such as '*da iawn*' and '*diolch*' in more general contexts. A small number of children used a few Welsh words spontaneously. Staff keep scrapbooks for each child and periodically complete a development tracking document. They are continuing to develop their understanding and application of the Curriculum for Wales and other recent guidance for all ages. Staff support children with additional learning needs and seek advice from other relevant professionals when required.

Environment

Adequate

Leaders ensure staff care for children in a secure environment. There are suitable systems to make sure children cannot leave the premises unsupervised and unauthorised people cannot enter. They record visitors to the nursery. Leaders provide children with a safe, suitably clean, and well-maintained environment. However, the foyer area can become cluttered with children's bags and coats over the course of the day as more children arrive from school. This can make it difficult to find things easily and cause an occasional trip hazard. Overall, effective measures are in place to control risks and leaders and staff implement a system for carrying out daily, weekly, and monthly safety checks and cleaning schedules. All essential building safety checks are carried out as needed. Leaders ensure they carry out and record periodic fire evacuation practices.

Playrooms are large and welcoming. Their layout gives children ample space to move around and play. Leaders make sure resources are accessible at the children's level, enabling them to independently access a range of age-appropriate toys and equipment. Each room is set up in a way which is age appropriate for the children using it, meeting many of their needs and enabling them to learn and develop. However, in some areas of the nursery, resources are not stored or organised well. This means they are not as attractive or easily accessible to children and can make areas look untidy and difficult to clean. Older children can access toilets directly from their playrooms which supports their developing independence in personal care. Leaders and staff provide children with suitable arrangements to sleep or rest safely and comfortably.

Leaders provide children with an attached outdoor play space which children have adequate opportunities to use and provides further scope for them to play and develop. Staff also take children to local parks and on nature walks. See through feeding boxes attached to the outside of a window give children opportunities to watch squirrels and birds feeding.

Leaders provide a good range of appropriate resources that allow children variety and choice. They ensure appropriate resources that are suitable for all ages. Furniture is mostly appropriate for the range of ages. However, there is a lack of tables and chairs of a size suitable for the oldest children attending after school. Leaders provide children with a few natural resources such as leaves, twigs and fir cones which helps develop their senses and curiosity.

Leadership and Management

Adequate

The nursery is run by a person in charge who is supported daily by the registered person. They work well together and with staff to create a positive ethos. They have a good range of policies to support the safe and smooth running of the nursery. Overall, leaders ensure day-to-day paperwork is organised and effective. The registered person keeps Care Inspectorate Wales informed of relevant changes or events at the nursery such as staff changes. Leaders have suitable systems in place to record communications with parents and monitor any concerns they may have about children or their development.

The registered person carries out a review of the quality of care annually. She takes account of the views of parents, children and staff. At the time of our inspection, this was due for review and the registered person told us she is in the process of doing this. We saw she has implemented, or is continuing with, areas for development identified in the previous review. For example, improvements to all bathroom areas and development of the baby room.

Leaders follow a safe recruitment process to safeguard children. They have a suitable system in place to check staff suitability and a system to ensure they keep mandatory checks and training up to date. For example, all staff have recently completed a paediatric first aid course. They have a suitable system in place for staff appraisal and supervision which they are developing. Staff we spoke to said they enjoy working at the nursery and feel well supported. New staff reported they have started an induction process.

Leaders and staff develop good relationships with parents. They collect relevant information about children before they start at the nursery to support keeping them safe and healthy. They keep parents informed about their child's day at nursery. For example, through verbal feedback or daily diaries for younger children. Parents we spoke to were very complimentary about the nursery. Leaders develop positive relationships with other professionals such as local authority advisers. They continue to work with a national early years organisation to support developments in the nursery.

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)
Standard 22 - Environment	Ensure all areas of the nursery are well organised so they remain tidy, clean and free from trip hazards at all times.

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 knowledge and understanding of recent guidance such as the Curriculum for Wales and the Quality Framework for Early Childhood Play, Learning and Care.
Consider routines, activities, strategies and equipment to ensure they are always age appropriate and effective for children.
Continue to embed staff supervision and appraisal systems to ensure they are effective in supporting staff to develop and to contribute to the development of 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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