



## Inspection Report

**DVLA Day Nursery**

**DVLA Day Nursery  
Driver and Vehicle Licensing Centre  
Long View Road  
Swansea  
SA6 7JL**



**Date Inspection Completed**

09/06/2021

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## About DVLA Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Schoolhouse Daycare Limited
Registered places	121
Language of the service	English
Previous Care Inspectorate Wales inspection	28 October 2020
Is this a Flying Start 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.

Final unpublished report

<a href="#"><u>Well-being</u></a>	<b>No Rating Required</b>
<a href="#"><u>Care and Development</u></a>	<b>No Rating Required</b>
<a href="#"><u>Environment</u></a>	<b>No Rating Required</b>
<a href="#"><u>Leadership and Management</u></a>	<b>No Rating Required</b>

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

## **Summary**

This was a full inspection, undertaken on-site and virtually.

Children are very happy and engaged at the nursery. Children are considerate of each other and generally look out for each other. Staff are caring and know the children very well. There are strong bonds between staff and children.

People running the nursery implement purposeful policies and procedures to keep children safe. Since the last CIW inspection, they have made welcome changes to address non-compliances identified at the last inspection and have developed staff knowledge and understanding for the benefit of the children.

People running the service are very organised and manage the service well. They strive to develop the nursery and have taken positive steps in doing so. They are working towards providing the 'Active Offer' of the Welsh language and several members of staff speak bilingually with children, as appropriate.

<b>Well-being</b>	<b>No Rating Required</b>
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Children thoroughly enjoy their play and are evidently excited about the plentiful opportunities provided to them. They giggle with delight as they sing and almost all children are very engaged in adult-led and individual activities. For example, children listened attentively to 'We're Going on a Bear Hunt' and responded well. Children beamed with delight and giggled as they danced and sang to 'Baby Shark' and other songs.

Children are very considerate of each other, and enjoy playing happily together and alongside each other. They interact positively with each other and with staff. For example, two children laughed together animatedly as they created different sounds using kitchen utensils.

Children have good opportunities to make choices and decisions about what affects them. Pre-school children give regular feedback on their activities and record their ratings on activities they have completed. The activity plans show that children scribble their answers on the page, demonstrating their involvement. Children of all ages routinely take part in circle time and self-registration, which allows them individual time to speak. As a result, staff listen to children's individual voices.

Children are confident communicators. Their wishes, moods and needs are considered. They confidently express what they want to do and they know that their requests receive a positive response. For example, a child was able to dance to music instead of singing after a member of staff gave her a choice.

Children have a good variety of experiences that allows them plenty of opportunities to develop their cognitive, social, creative and physical skills. Some spend a considerable time freely choosing how they play, especially in the outdoor area. For example, some enjoy chasing bubbles squealing with laughter as they do so; others thoroughly enjoy physical play on the slides and see-saws, walking in and out of the bushes, climbing tyres and crates.

Children cope well with separation. Nearly all children leave their parents happily and confidently and settle easily into their play. They form strong bonds with the nursery staff, showing delight on seeing them as they enter the premises. They chat and play happily with them. For example, one child said that they were happy that a particular member of staff was going to be spending time with them, showing a positive bond. Interactions between children and adults are good on nearly all occasions. They listen well to staff when they are reminded to share or take turns, such as when filling the plant pots.

## Care and Development

No Rating Required

Staff promote healthy lifestyles, physical activities, personal safety and well-being and demonstrate a good understanding of the setting's health and safety policies. All staff wash

their hands regularly and they ensure that children do so as well. They clean surfaces and resources regularly and keep a record of their cleaning. Staff spoken to know the safety procedures to follow and the safety checks to complete before taking children outdoors.

Staff prioritise safeguarding and have a good understanding of their responsibilities to keep children safe. The nursery has effective procedures for safeguarding children. There is a comprehensive safeguarding policy in place. The staff we spoke with showed a secure knowledge of the signs and symptoms of different forms of abuse and knew the correct safeguarding procedures to follow.

Staff have very strong bonds with children and listen well to them and show enthusiasm and kindness in their interactions. For example, staff soothe babies to sleep very effectively in a calming manner. Staff are very responsive and in the main diffuse situations effectively before they occur.

Staff demonstrate a commitment to on-going improvement for the benefit of the children. Staff regularly attend safeguarding and first aid training. People running the nursery organise staff rotas to ensure that there are the sufficient numbers of staff trained in first aid, looking after the children on all occasions.

In the main, staff supervise children well although deployment of staff is not fully effective on a minority of occasions. For example, on occasions during lunchtime or outdoor play, staff do not always place themselves in the best positions resulting in some missed opportunities when supervising children.

Staff support children's development and have started implementing a curiosity and experiential programme. They plan suitable activities for the children and know when to step back to allow children to develop their own play using their imagination. For example, a group of children congregated around the shed. Staff told them not to wake the bear. They knocked on the door and ran away squealing with delight as they pretended the bear was going to chase them. They repeated this a number of times as they were clearly enjoying the imaginary experience. Staff plan purposeful activities in order to provide children with a wide range of experiences. However, on occasions, the purpose and outcome of activities in some areas are not always clear. Staff use occasional Welsh to support children's learning, for example, Ble mae Mr Buwch? [Where is Mr Cow?] Beth mae e'n gweud? [What is he doing?].

Staff have a sound understanding of the children's needs. Children's development form a part of the decision-making process and staff sensitively use the information gathered to make decisions about children's well-being and to decide on next steps. For example, staff discuss children's needs with the people who run the service and parents in order to move a child into the next area earlier or later than usual based on the evidence they have collected.

Staff support and provide for children with additional needs, such as children with speech and language or mobility needs. We saw evidence of good communication between staff and parents detailing children's specific needs and plans of how to support those needs effectively.

Final unpublished report

**Environment**

**No Rating Required**

People running the nursery implement effective policies and procedures to maintain a safe and hygienic environment. These include improved hygiene procedures in relation to the risks posed by the pandemic and there is a strong focus on ensuring that the outdoor area is secure and safe for children at all times. People running the nursery employ a member of staff to specifically clean touch points during the day and they also employ an external cleaning agency to clean the premises during the evenings. Staff speak positively about the safety alterations made in response to the pandemic in order to ensure the safety of children and staff.

People running the nursery provide children with appropriate learning areas and a suitable range of suitable and age appropriate toys, which children can access independently. They have also started providing resources suitable to facilitate curiosity and experiential play. For example, staff use corn flakes and straw on a farmyard themed tuff tray.

Furniture and resources are of good quality, clean and well maintained. The furniture is age and stage appropriate. However, storage of spare clothes in one area does not always allow easy access when staff are in the nappy changing area. Staff effectively use the patio doors in all areas to provide free flow provision, allowing children the freedom of choice to play outdoors.

People who run the nursery have up to date outdoor risk assessments, policies and procedures to keep children safe and secure. Staff spoken to understand the setting's safety procedures. However, the risk assessments do not cover all activities. For example, it did not include messy play.

People who run the nursery place suitable first aid equipment and evacuation bags in appropriate locations throughout the building. They carry out maintenance checks regularly.

## **Leadership and Management**

**No Rating Required**

People who run the nursery support staff in their roles and are committed to improving practices for children's benefit. They have responded very well to the pandemic and have put effective measures in place to ensure the safety of staff and children. People who run



the service are organised and keep an effective record of all matters relating to regulations and this provides a streamlined audit trail. For example, leaders have an organised file documenting any complaints and a file recording all notifications.

People who run the nursery have responded very proactively following the non-compliance and recommendations issued during the last inspection. They have conducted a meaningful quality of care review and written a very realistic report for 2020 and 2021, which show that they know the service well. Staff told us that they have opportunities to feed into the quality of care and parents also completed questionnaires about the service provided. The quality of care report is on display in the foyer. People who run the nursery have also notified CIW of all notifiable events since the last inspection, mostly within the correct timescales.

People who run the nursery ensure that staff regularly complete staff and children's registers in a timely manner. They have a system in place to check that all entries are complete and they audit the records regularly.

People who run the nursery follow safe recruitment procedures. They follow timely and robust recruitment processes to safeguard children. They have good systems in place to update suitability checks as required. They also implement a thorough and organised induction procedure for all staff; both new and staff promoted within the service. Staff praise the induction process.

The performance management process is good and encourages staff to attend a range of training and to apply their learning. The people who run the nursery conduct regular and meaningful supervisions and appraisals and review the process. Staff feel well supported and that is evident at the nursery. Staff spoken to speak highly of the support they receive from the people who run the nursery.

A comprehensive staff disciplinary policy is in place. People who run the nursery have amended the policy during the inspection process and it now includes all the necessary details relating to reporting an incident of abuse or suspected abuse.

People who run the nursery and staff have good communications with parents through doorstep handover, the new app, virtual parents evening, suggestion box and questionnaires.

### **Recommendations to meet with the National Minimum Standards**

- R1 Consider the deployment of staff on all occasions;
- R2 Consider managing children in smaller groups in the busier area;
- R3 Ensure that there is evidence that all planned activities have been risk assessed beforehand and
- R4 Ensure all online notifications are always provided in a timely manner.

**Final unpublished report**

<b>Areas for improvement and action at, or since, the previous inspection.</b>	<b>Achieved</b>
No Quality of Care review.	Regulation 16
Provision of Information no notification of infectious disease	Regulation 31
Records – there were gaps in the children's attendance registers when children had not been signed out.	Regulation 30 (1) (a) Sch3.06
A staff member started working without references having been received.	Regulation 28 (2) (b) [ii]

**Areas where priority action is required**

None

**Areas where improvement is required**

None

Final unpublished report

Ratings	What the ratings mean
<b>Excellent</b>	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
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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