



Inspection Report

The Burrows Daycare Nursery (Porthcawl) Ltd

**The Burrows Day Care Nursery
1 Rowan Drive
Porthcawl
CF36 5AT**



Date Inspection Completed

04/04/2022

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About The Burrows Daycare Nursery (Porthcawl) Ltd

Type of care provided	Children's Day Care Full Day Care
Registered Provider	The Burrows Daycare Nursery (Porthcawl) Ltd
Registered places	61
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert 24 September 2019
Is this a Flying Start service?	Manual Insert No
Does this service provide the Welsh Language active offer?	Working Towards. The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates 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>	Adequate

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

Summary

Children are confident, happy and enjoy their time at The Burrows Day Nursery. They have a strong sense of belonging, develop positive relationships with each other and staff. Children are enthusiastic and interested in their play and learning. They are developing their independence skills suitably.

Staff promote children's well-being successfully. They mostly implement policies and procedures to keep children safe. Staff consistently implement positive behaviour strategies. Interactions are effective, demonstrating warmth and kindness. They know the children well and have good knowledge of their needs.

The people who run the service generally have suitable measures to ensure the environment is safe and secure, although some risks are not always identified. They ensure the environment mostly meets the needs of the children, offering a good range of age and stage appropriate resources, toys, and equipment.

The Responsible Individuals (RI's) have made improvements following the last inspection. There are appropriate policies and procedures in place, although they are not always consistently followed in practice. There are positive relationships with parents and professionals. Following the inspection visit, the RI's took prompt action to address non-compliance issues raised with them. We have made two recommendations at the end of this report.

Children are confident communicators as their wants and needs are considered. We saw children choose what fruit they would like for snack. Asking for “*more banana*” and “*more llaith*” with their requests being met. Children ask for activities to play with and choose independently. We saw children being asked if they would like to paint, which they declined and chose to play with sand instead. Older children freely express themselves, making choices and decisions.

Children cope well with separation. There are transitions in place, which cater for and support individual needs successfully. Unsettled children receive support and reassurance. When children are tired or wake from sleep, they receive comfort and cuddles from staff. Children express enthusiasm and enjoyment, we saw them smile, laugh, and positively engage with their friends and staff. Most children have a strong sense of belonging, forming positive relationships and are very familiar with routines. For example, at nappy changing, mealtimes and story/song time.

Interaction and co-operation between children and staff are positive. Children happily play alongside one another. We saw babies and staff sharing, interacting, and engaging with a sensory book, whilst waiting for lunch. Older children competently engage with each other during activities. For instance, when focussing and sharing during a mathematical activity of counting and sorting mini-Easter Eggs.

Children are enthusiastic and interested in their play and learning. They have freedom of choice to take part in adult led or child led activities and can feely move between the two. For instance, children chose an activity, where they hid under voiles, supported by staff singing “*where is...there she/he is!*”, laughing all together. A group of children explored the sand pit, whilst other children painted Easter craft. Children are enthusiastic and focused. For example, during an ICT activity, they took turns to complete an interactive matching game.

Children choose from activities or take resources out to use independently. We saw children exploring their rooms and choosing a range of activities. They are developing their independence skills suitably. For instance, babies feed themselves. Older children use utensils to cut and prepare food independently and pour their own drinks during rolling snack and mealtimes. Children are learning self-care skills such as dressing themselves and washing their hands with little support.

Care and Development

Good

Some staff appropriately understand and implement policies and procedures at the service to keep children safe. Nearly all care staff have a suitable understanding of their responsibilities to protect children. They competently answer safeguarding scenario questions and are aware of allergy information. Following our visit, allergy information has been updated to include signs, symptoms, and actions to take in the event of an allergic reaction. This is in the form of a risk assessment that is completed with parents. The service provides seasonal meals for children, alternative meal options are available, although not included on menus. Staff maintain appropriate accident and incident records. They mostly implement robust cleaning and hygiene practices, although the nappy changing policy is not always followed consistently. Staff clean toys, wipe tables and sweep floors following mealtimes. Staff ensure children wash their hands before food and supervise children appropriately when going to the toilet. Babies and younger children sleep on fold away mattresses, whilst older children can relax in designated rest areas, if needed.

Nearly all staff fully understand the behaviour management policy and consistently implement positive behaviour management strategies. Staff use gentle tones and positive reinforcement with children. We heard staff saying, *“good girl”*, *“bendigedig”* and *“good boy, good listening, da iawn”*. They promote positive behaviours with children. For example, staff interact by saying *“Let’s see your listening ears”* to promote good listening, encouraging use of ‘kind hands’ and using distraction techniques successfully. They have a sound understanding and knowledge of children’s development and their needs which reflects how they manage children’s behaviour. Staff are consistently responsive; they genuinely listen and respect children’s views. The interactions are very positive, demonstrating warmth and kindness. Nearly all staff are committed to providing a broad range of play and learning activities, suitable for the age and stage of development of the children. Staff interact with babies, engaging them with musical toys and singing songs together. Older children engage and take interest in conversations and are developing their further understanding. For instance, whilst children explore natural objects such as stones and wood, we heard staff ask, *“Does it feel smooth?”* with children commenting *“This one is rough...this one has holes and I have driftwood”*.

The planning follows the children’s interests and is adaptable to meet the needs of individual children. Staff are aware of children’s individual development, with regular observations and reviews in place. The people who run the service support and provide for children with additional learning needs and adapt their practices to suit individual children. They work in partnership with parents to complete and implement one-page profiles for children who require them. Most care staff promote children’s learning effectively. Nearly all care staff use Welsh consistently when interacting with children of all ages.

Environment**Good**

Overall, the people who run the service have sufficient policies in place and generally ensure that the environment is safe, secure, and well maintained. Although some equipment needs to be regularly assessed for safety. They ensure the environment meets nearly all the children's needs and enables them to reach their full potential. Regular checks are in place, including electrical equipment tests, fire extinguisher, and smoke alarm checks. Fire drills are completed regularly and have effective reviews. Basic risk assessments are in place for the building and some aspects of the service. Although they are not all signed or dated and do not include all activities or regular outings.

The people who run the service provide suitable indoor play space for children to move freely and explore. They have freedom to access a range of areas including, home corner areas, messy play areas, tabletop, carpet, and areas to play or rest/relax. The people who run the service have made improvements to the available outdoor area, replacing the flooring, providing a climbing frame, slide and mud kitchen. A new porch has been built to provide facilities for parents.

Overall, the environment is well organised to provide a suitable range of play opportunities for all the age ranges cared for. Children can access low-level resources and equipment independently. A range of bilingual displays and signs, which promote children's rights, values and learning are evident across the service. The premises are welcoming and warm.

The people who run the service ensure that all children can easily access a range of quality age-appropriate furniture, toys, and equipment to stimulate the children's interest and imagination. They are developing resources to reflect the ethos of the changing curriculum, with more large blocks and natural materials being introduced across the service. The people who run the service confirmed they frequently visit local facilities such as the park and beach.

Leadership and Management**Adequate**

The Responsible Individuals (RI's) of the service have taken action to meet the recommendations and areas of improvement from the last inspection. At the inspection visit, they took prompt action to address new issues of non-compliance. However, they need to identify and sustain compliance consistently. We saw records of children and staff attendance have not been routinely maintained. Immediate action was taken to implement changes, introducing room registers for staff and updating processes for children's attendance records. The RI's need to ensure they always maintain records in line with regulations. The RI's regularly review and update the services policies and generally ensure staff implement these in practice. An up-to-date statement of purpose reflects the service and the RI's notify CIW of most significant events. They are developing the provision to reflect the changes in the curriculum and seek out best practice. They actively promote the Welsh language across all areas within the service.

There are procedures in place for self-evaluation of the service. The quality of care review is a purposeful document that reflects the feedback collected and includes a plan that improves outcomes for children. Parents told us they are happy with the service. The review recognises areas that are going well and reflects on areas where improvements are required. A monitoring form has been developed which highlights areas that need improvement across the service, showing actions taken, reviews and comments.

The RI's generally implement safe recruitment procedures. However, during the inspection visit, we found that staff records sampled did not include all the required pre-employment checks. Immediate action was taken to address this and the RI's confirmed that all missing documents are now in place. They need to ensure they always maintain staff records in line with regulations. There is a basic induction in place and regular supervisions are undertaken. Staff told us they can talk to the people who run the service at any time and have opportunities to discuss their opinions and personal development. All staff are encouraged to attend a range of training and apply their learning in practice, whilst sharing this with team members. The RI's have arrangements in place to cover staff absences, with part time and flexible staff, which allow for staff ratios and children's needs to be met.

A strength of the service is the positive relationships with parents and carers. There are suitable systems in place to keep parents informed, with plans to develop the use of an 'app' in the future. At present photographs and messages are shared via a private message group. Partnership working with outside agencies is good. For example, they have good links with the local schools and health professionals. They also work closely with the local authority and other professional bodies to further support children.

Recommendations to meet with the National Minimum Standards

R1. Ensure hygiene practices and policies are followed effectively

R2. Ensure risks are reduced and risk assessments are kept under review and include all regular outings and activities

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

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.

Date Published 13/06/2022