



Inspection Report

Funtazia Day Nursery (Cwm Golau)

**Cwm Golau, Integrated Children`s Centre
Duffryn Road
Pentrebach
Merthyr Tydfil
CF48 4BJ**



Date Inspection Completed

31/01/2024

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About Funtazia Day Nursery (Cwm Golau)

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Funtazia Day Nursery Ltd
Registered places	52
Language of the service	English
Previous Care Inspectorate Wales inspection	24 July 2018
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	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.

<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 and enjoy their time at the setting. They have clear bonds of affection with staff members and make good developments in their social interactions. Children are confident to explore their environment and make choices about how they spend their time.

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They care for children in a kind and relaxed way. Staff support children's learning and development successfully and facilitate an interesting variety of activities.

People who run the setting ensure the environment is safe, secure and well maintained indoors and outdoors. The indoor areas are welcoming and accessible to children. The two outdoor environments provide plentiful space for regular active play. People who run the setting provide varied, stimulating resources to promote children's curiosity, imagination and creativity.

People who run the setting are motivated and have the skills to manage the service successfully to meet children's needs. They have a clear vision for how they wish to develop the service and they are committed to ongoing improvements. They recruit, manage and deploy staff effectively.

Children are settled and show enjoyment and enthusiasm at the nursery. They are confident to independently explore available resources. Children make choices and put requests to adults through verbal and non-verbal methods. Older children enjoy directing their play in the forest school area; we saw groups of children playing with sticks while others looked for bears. Younger children make requests for resources when outdoors and choose from available activities inside.

Children have warm relationships with staff and readily approach them for guidance or comfort. They settle quickly and are calm as they play and rest. Children are reassured by cuddles and verbal comfort such as *"Don't worry, it's only paint so we can wash it off"*. They receive lots of encouragement and praise from staff when learning new skills. For example, we observed a child gain in confidence and self-esteem when praised by a staff member for placing a piece correctly in a puzzle, *"Well done! So where does that piece go?"*

Children are learning to respect each other and the resources through sharing and using equipment appropriately. Children are developing an understanding of the rules of behaviour and all ages cooperate and learn together successfully. We observed toddlers showing considerable patience to wait their turn to put a coin into a plastic pig. Older children work together in the outdoor area to build a walkway using blocks, while younger children engage staff in activities such as role-playing shops.

Children are free to explore their environment and spend time on activities that interest them, which encourages them to learn and develop. They can concentrate on activities for an appropriate length of time. Babies happily explore a range of objects buried in custard before moving to excitedly bang pots and pans. Older children thrive on opportunities for active play such as painting and sand both inside and outside.

Children have good opportunities to develop their independence skills appropriately in line with age and ability. Toddlers and older children are encouraged to wash their own hands using step stools within their base rooms. At mealtimes, older children effectively develop their ability to use knives and forks, while almost all younger children eat independently using forks or spoons. Older children have independent access to drinking water and cups, and some take their plates to the trolley on finishing their food.

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They follow effective hygiene practices such as wiping tables before and after use, washing their own hands and helping children to do theirs. Staff work well with the cook, who provides healthy and nutritious meals and snacks whilst managing allergies and food preferences carefully. Staff demonstrate effective hygiene practices in relation to nappy changing. The setting has a good range of policies and procedures in place to support staff. Staff understand their responsibilities to be vigilant and the processes to follow to deal with any concerns they may have about children. They receive safeguarding training and keep up to date with all relevant guidance. Staff consistently record accidents, incidents and the administration of medication; they ensure parents are informed. Staff supervise children effectively and record their daily hours of attendance. They undertake fire drills to ensure children and staff know how to safely exit the building in an emergency. Staff keep accurate records of these and make useful comments.

Staff interact very well with children and build positive relationships with them. They are warm, kind and offer reassurance to children when needed. For example, we saw a child looking for and receiving support from a staff member to walk across wooden stepping stones in the forest area. Staff understand the behaviour management policy and implement strategies well. We saw staff praise and reinforce positive behaviour at every opportunity; for example, when children help tidy up or share a toy successfully. Staff are positive role models for children, treating each other and children with respect and kindness.

Staff know the children well and meet their individual needs thoughtfully. For example, we saw different staff members using a variety of effective methods to soothe an unsettled child who was new to the setting. Staff support children's learning and development well through positive interactions and the activities they provide. Toddlers and older children are given regular opportunities for outside play alongside more structured adult led activities such as crafts or circle time. For example, we saw children enjoying free time to explore the forest area. We also saw children engaged and absorbed during an adult-led session to develop concentration and focus. Children's progress is recorded effectively and their next steps in learning are identified. Staff keep daily diaries of children's activities to share with parents at the end of the day.

People who run the setting have procedures in place to ensure the environment is safe and secure. Staff ensure only authorised entry to the setting and visitors are logged. People who run the setting have undertaken risk assessments. However, greater detail is needed to assess resources and areas with greater levels of risk, such as the forest school area and indoor climbing resources. Staff carry out daily safety checks and carry out cleaning duties as needed throughout the sessions. Bathrooms are well stocked with soap and hand dryers to promote an infection free environment. Staff ensure all fire doors are kept closed and gates are in place to ensure children do not have access to higher risk areas. All routine maintenance checks for the building are undertaken in a timely manner.

Playrooms have sufficient space to allow children freedom to move around as they play and explore. They are decorated with calming, neutral colours, giving a relaxed feel to the nursery. The walls in each room are decorated with displays of children's work which helps children to feel a sense of belonging. People who run the setting have use of an office as a space for confidential conversations if needed. There is suitable child sized furniture and areas for children's personal belongings to be stored. Children's toilets and changing areas are in a large room away from the playrooms so children are escorted by staff to use the facilities. Appropriate spaces are provided for children's sleep. Babies sleep in cots or on mats within their playroom, while toddlers sleep on mats in a quiet area adjacent to the baby room. Some improvements to the layout of the mats would provide greater space for staff to move easily to care for sleeping children and identify hazards. Older children and toddlers have access to an outdoor area adjacent to the playrooms with a large wooden play shed that provides shelter for all weather play. However, the dedicated baby area is currently only used during dry weather as it is grassed and there is no cover. The setting has use of a forest school area on a rota basis. This provides children with opportunities for risky play and exploration of the natural environment.

Staff store resources at low-level, so children can access equipment easily. Toys and resources are clean, of good quality and age appropriate. The outdoor area provides a range of interesting resources that are suitable for children of different ages to engage in active play.

People who run the setting are efficient in the way they manage and operate the service. They are committed to improving standards. The statement of purpose provides an accurate picture of how the service runs. People who run the setting have devised a good range of detailed policies and procedures to guide staff and inform parents. They review and update these regularly. People who run the setting ensure all required information regarding children is stored and managed securely. They obtain appropriate permissions from parents, for example for photographs, outings and sun cream application. People who run the setting ensure all nursery vehicles have current insurance, tax and MOT certificates. They analyse accident, incident and pre-existing injury reports to identify patterns and act if needed.

People who run the setting are responsive to suggestions and are very keen to provide an effective service to children and their families. They undertake an annual review of their service and set targets for the forthcoming year. People who run the setting told us they consult with staff and parents, but this is not reflected in the review document. There is a complaints procedure in place and the nursery has not received any complaints.

People who run the setting actively support staff to provide a quality care provision to children and their families. Staff we spoke with told us that they feel listened to and supported. People who run the setting undertake appropriate checks to ensure staff are suitable to work with children before they take up their post. They ensure all staff have the skills, qualifications, and knowledge to provide a good quality, safe service to children. People who run the setting provide an appropriate system of induction, supervision and appraisal to effectively support staff. They reflect on their practice, monitor and identify training needs. People who run the setting ensure there are enough qualified and experienced staff caring for children. Staff did not sign in and out of the rooms for breaks. However, people who run the setting responded quickly to discussions regarding this and created an effective system to record breaks, to be used with immediate effect.

People who run the setting have developed positive relationships with parents and carers. There are effective systems in place to keep parents informed about their child's time at the setting. During the inspection, parents told us they were very happy with the care provided by the nursery. They felt communication between the setting and parents was strong and felt staff and people who run the setting were approachable. They also commented that staff managed their child's individual needs well.

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	Add further detail to the risk assessments for forest school and the active play resources in the base rooms.
Standard 18 - Quality assurance	Include comments from parents and staff in the annual quality of care review.
Standard 22 - Environment	Review the layout of sleep provision to ensure efficient use of the space.

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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