



Inspection Report

Once Upon a Time Nursery

**Beddau Day Centre
Pen Y Parc
Beddau
CF38 2AG**



Date Inspection Completed

10/02/2023

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About Once Upon a Time Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Andrea Morgan
Registered places	43
Language of the service	English
Previous Care Inspectorate Wales inspection	8 May 2015
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	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 have good opportunities to make choices and influence the direction of their play. They are happy and relaxed in their relationships with staff, showing significant trust and warmth. Children behave kindly and considerately, communicating effectively with both adults and their friends. They have some opportunities to be independent and develop confidence in their own abilities.

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. They support children's learning and development successfully and facilitate an interesting variety of activities. Staff use some incidental Welsh to support children's learning.

People who run the nursery have effective systems and procedures in place to ensure the environment is safe, clean and secure. The premises are welcoming and friendly, and provide a stimulating space for children to play both indoors and outdoors.

People who run the nursery are experienced and manage the setting efficiently. They have detailed policies and procedures in place. They work hard to improve and develop the nursery and have clear strategies to improve the service provided. They use robust processes to ensure safe staff recruitment and effective staff management.

Children are settled and express enjoyment and enthusiasm for the setting. They make choices freely and put requests to staff members through verbal and non-verbal methods. For example, we saw a young child using noises to make their keyworker aware that they wished to be moved. Children of all ages show confidence and they develop positive self-esteem. They display satisfaction with the wide range of play and learning opportunities available to them.

Children feel safe and secure at the nursery. They have warm relationships with staff and readily approach them for guidance or comfort. They are reassured by familiar routines that provide structure to their days. They look happy and relaxed when they move around the setting. Children receive valuable encouragement and praise from staff when learning new skills, which gives them the confidence to learn and explore. We saw children splashing in mud as a staff member said *“Un, dai, tri, splash! Ti’n mynd splashio!”* and they displayed reassurance in knowing that they were safe in their activity.

Children behave and interact well for their ages and stages of development. They take turns and share thoughtfully. They work together to solve problems, for example when working together to fix a broken doll. Children are eager to show or talk about what they have been doing and enjoy admiring the successes of their friends. We heard a child congratulate another for being a *“Good boy”*.

Children experience interesting developmentally appropriate opportunities that promote their development and enable them to confidently follow their own interests. They are self-motivated to initiate their own play and to influence their tasks and activities. For example, we saw children giggle together as they pushed a friend around on a trolley. Children take great pleasure from the regular opportunities for exercise and fresh air provided to them. They enjoy having visitors into the nursery to explore animals, science and yoga.

Children develop well and demonstrate curiosity. They are encouraged to eat with independence and a small number of older children put on their own coats. Older children are confident at washing and drying their hands, while younger children do so with guidance. They concentrate well on both child-led and planned activities. For example, we saw a group of toddlers spend a good length of time enjoying a focused activity in a water tray, where they moved numbered ducks through the water saying *“whoosh”* as they did so. They then chose to take the ducks to a tunnel and investigated ways of passing them through to each other.

Staff implement policies and procedures to ensure that children's health and safety needs are met. They wipe tables before and after mealtimes and ensure that all children have washed their hands. Staff ensure that privacy and dignity are maintained when children use the toilet or are being changed. Food provided is healthy and nutritious; allergies are managed effectively. Staff identify risks in a timely manner, for example by promptly sweeping sand up from the floor. They receive regular safeguarding training and keep up to date with all relevant information. They implement procedures for the recording of accidents, incidents, administration of medicine and pre-existing injuries. A suitable number of staff have up to date first aid training. Staff members ensure that they register exact times of children's arrivals and departures.

Staff act as good role models and demonstrate politeness in their interactions. They respond warmly and thoughtfully to children's individual needs and encourage children to do the same by reminding them to use "*kind hands*". Staff work together to ensure they have a consistent approach to managing behaviour in line with the nursery's behaviour management policy. We heard a staff member providing useful reasoning for a request and praise when the instruction was followed, "*Don't stand on that bit because you will fall. Good boy for listening.*" Some members of staff encourage the use of 'please and thank you'. Children benefit from the provision of sensory items and quiet time away from the base rooms when needed. Staff members work closely with parents to develop joint strategies to support children.

Staff encourage children's curiosity and independence, letting their interests lead their play and learning. They vary the provided resources throughout the day to create interest and ideas for the children to initiate their play. We saw evidence of a purposeful use of risky play through a child-led activity involving a ladder. Staff confidently promote children's learning and complete effective development records to show this. They observe children regularly and identify skills that they have acquired. They then identify the child's next steps. Staff support children's imagination and learning naturally; they play alongside them, encouraging development consistently. For example, we heard a staff member ask a child "*What makes you happy then?*" which led to a discussion around ways that the staff member could support the child if they were upset. They use an app to communicate with parents.

Leaders have created a secure and attractive environment that is clean and suitable for all the children who attend. There are risk assessments in place for all areas of the setting. These are reviewed and updated at regular intervals by people who run the nursery; additional risk assessments are carried out for specific activities as required. Staff complete daily safety checks to identify and eliminate risks to children's safety. People who run the nursery keep records of all visitors to the setting. There is a fire evacuation plan and staff conduct regular fire drills with children so that everyone knows what to do and how to evacuate the building. Bathrooms are well stocked with soap and paper towels to promote an infection free environment. All routine maintenance checks for the building and appliances are undertaken in a timely manner. The setting has a kitchen for preparing meals and snacks, which is clean and well maintained.

People who run the setting have worked hard to provide an inviting, child friendly and stimulating indoor environment. All base rooms are of a good size and provide sufficient space for active play. Children have access to a dedicated 'messy play' room. Older children have free-flow access to a well-resourced outdoor area while younger children have active play resources within their base room and spend time outdoors daily. Indoor resources, furniture and equipment are of a good standard. There are accessible toilets, suitable child sized furniture and areas for children's personal belongings to be stored. Children benefit from soft areas where they can relax and undertake quieter activities, such as reading. The outdoor areas are large and well-maintained; a canopied area provides a space for all-weather play. Low chairs with harnesses are used by younger children when eating. Younger children have access to a quiet, calming room for sleep although the cots in this were not used on the day of our inspection.

Both the indoor and outdoor environments are equipped with stimulating, well-maintained resources which are age appropriate. Some rooms have resources that reflect our multi-cultural society. Most resources are made of natural materials and real-life resources are also provided to create interest. People who run the nursery have invested well in the outdoor areas to ensure that resources are inspiring and attractive. The resources have been chosen to provide superb opportunities for physical development and imaginative play.

Leadership and Management

Good

People who run the nursery are efficient in their operation of the setting. They have a clear vision and are committed to improving standards for children and families. The statement of purpose provides parents with information about how the nursery runs; the most recent copy of this was provided at inspection on request as this had not been submitted to CIW. They regularly update a wide range of policies and procedures that are compliant and reflect understanding of the National Minimum Standards. People who run the nursery are effective in their record-keeping and ensure that all required information kept for children is stored and managed securely. They analyse data relating to accidents and incidents to identify patterns, and act to reduce incidences where possible. Vehicles used for the transportation of children are appropriately managed and maintained.

People who run the nursery have developed useful methods of self-evaluation. They distribute questionnaires annually to parents, staff and children to obtain feedback. They review this information effectively and create a quality of care report to identify improvements to be made. There is a suitable complaints procedure available.

People who run the nursery carry out the required checks to ensure staff are suitable to work with children. The staff team are enthusiastic and take pride in their work. Staff we spoke with told us that they feel listened to and supported. People who run the nursery provide staff with opportunities for further training and they have a suitable system in place for monitoring when updates to mandatory training are required. All staff receive regular supervisions and appraisals. People who run the nursery ensure that appropriate ratios are always maintained and at least one of them is always supernumerary.

Almost all parents that we spoke with were complimentary of the nursery and spoke very highly of the staff and the care they provide. A small number of parents told us that they would like more opportunities for confidential feedback on their child's progress; people who run the nursery are keen to investigate ways of doing this. They network with other local nurseries to share good practise and development ideas.

Recommendations to meet with the National Minimum Standards

R1. Ensure that all children are provided with opportunities to develop their self-help skills such as putting on their own coats.

R2. Ensure that the Statement of Purpose is submitted to CIW whenever it is amended.

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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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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