



## Inspection Report

**Serendipity Day Nursery**

**Pembrey Cp Old School  
Ashburnham Road  
Pembrey  
Llanelli  
SA16 0TP**



**Date Inspection Completed**

14/06/2022

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## About Serendipity Day Nursery

|  |   |
|--|---|
| Type of care provided                                      | Children's Day Care<br>Full Day Care  |
| Registered Person  | Gail Etheridge  |
| Registered places  | 19  |
| Language of the service                                    | English   |
| Previous Care Inspectorate Wales inspection                | 28 September 2017   |
| Is this a Flying Start service?                            | No.   |
| Does this service provide the Welsh Language active offer? | 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. |

|  |                 |
|--|-----------------|
| <a href="#"><u>Well-being</u></a>                | <b>Good</b>     |
| <a href="#"><u>Care and Development</u></a>      | <b>Good</b>     |
| <a href="#"><u>Environment</u></a>               | <b>Good</b>     |
| <a href="#"><u>Leadership and Management</u></a> | <b>Adequate</b> |

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

### **Summary**

Children are happy and settled within the setting. They develop trusting relationships with each other and staff, which makes them feel safe and valued. Children make some choices about how they spend their time and they confidently explore the environment. Their independence skills are developing appropriately.

Staff understand and follow policies and procedures to promote healthy lifestyles, safety and personal well-being. Staff encourage children to express themselves very well and interact very positively with the children. They plan in detail in order to meet the educational needs and interests of the children.

People who run the setting have effective measures in place to ensure everyone understands their responsibilities in keeping children safe. The environment is in good condition indoors and outdoors. They provide a good range of resources that motivate all ages and stages of development in order to nurture the child's developmental skills.

People running the setting are organised and manage the setting well. They strive to develop the setting and during the inspection, have taken positive steps in doing so. They successfully embed their policies in the running of the setting.

Children have a strong voice at this setting and have a good choice of play opportunities and resources. Children move freely from one activity to another and are asked what they would like to do next. They feel comfortable and confident to tell staff when they don't want to join in the phonic activity for example, preferring a story instead and this choice is respected. Children are confident to communicate in a variety of ways according to their age and stage of development. For example, younger children communicate that they want to access different areas while older children chatted freely with staff and to us as they went about the routines of the day.

Children are happy, settled and relaxed at the setting. They benefit from consistent care staff who know them well. They build affectionate bonds and develop positive attachments. Children new to the setting or age grouping receive lots of attention and a responsive approach from staff. The settling in procedures are flexible and enable children to get used to the setting whilst considering their individual needs. Children are familiar with the routines, which makes them feel safe and secure. They wait their turn to visit the toilet and enjoy a sociable lunchtime chatting happily with friends and staff.

Children are encouraged to be kind and considerate towards friends. They are learning to take turns and share during activities. Some children need reminding about the importance of taking turns and respond positively to staff intervention. Most children say *"please"* and *"thank you"* without prompting, whilst some need reminding. Children understand the rules and routines and cooperate positively with their friends and staff.

Children are enthusiastic and interested in their play and learning. They enjoy a good range of interesting opportunities indoors and outdoors. They have freedom to explore their indoor and outdoor environment. Children have opportunities to initiate their own play and use their imaginations, as a result children are learning and developing well. For example, children initiate a game of fixing a 'broken' slide using their construction toys, working collaboratively on the repair.

Children choose from activities or take resources out to use independently. Young children build block towers independently and are developing their independence skills suitably. Babies feed themselves, whilst older children pour their own drinks. Children learn self-care skills such as visiting the 'Snuffle Station' when they need to blow their nose and visiting the toilet on their own.

## Care and Development

Good

Nearly all staff fully understand and consistently implement policies and procedures at the service to keep children safe. They record children's attendance and keep suitable staff attendance records. The people running the setting ensure they record and monitor any concerns they may have about children. Staff have a good understanding of their responsibilities to protect children, confidently answering safeguarding scenario questions. They are aware of allergy information, displaying and recording this appropriately. Nearly all care staff implement robust cleaning and hygiene practices and follow nappy changing practices appropriately. For example, staff wipe tables and sweep floors following mealtimes and ensure children wash their hands before food.

Nearly all staff fully understand the behaviour management policy and consistently implement positive behaviour management strategies. Staff use gentle tones and positive reinforcement with the children. We heard staff saying, "*da iawn*" and "*well done*". They promote positive behaviours with children. For example, when older children find it difficult to share favoured toys, staff respond promptly, supporting and praising children when they do. They have a strong understanding and knowledge of their children's development, which reflects on how they manage children's behaviour. Staff are consistently responsive; they genuinely listen, chatting and laughing alongside children and respect their views. The interactions are very positive, demonstrating warmth and kindness. They know the children well and have extensive knowledge of their needs.

Staff are committed to providing a range of play and learning activities suitable for the age and stage of development of the children. Staff interact with younger children, using a 'tap tap' box during circle time. Children respond with smiles and join in with the singing. Older children engage and take interest in conversations and are developing their further understanding. For example, during snack time, staff ask children "*what is your favourite fruit?*" with children responding enthusiastically. Staff support and praise older children who confidently stand in front of their friends and give their news. The planning follows the children's interests and is adapted to include the children's ideas and suggestions. This is a particular strength of the setting. Staff have a good understanding of the importance of the children's voice and strive to include this in activities. Activities are evaluated although on a practical basis rather than identifying the next steps in learning and development. People who run the setting confirm they support and provide for children with additional needs and adapt their practices to suit individual children. They complete and implement one-page profiles for children. Nearly all staff use Welsh consistently when interacting with children of all ages.

## Environment

Good

People who run the setting have measures and procedures in place to ensure that the setting is safe for children. However, we identified a potential risk during our visit. This was addressed immediately, and the risk removed. The setting is clean, tidy, well maintained and very welcoming. The premises both inside and outside are secure and people who run the setting ensure they record visitors to the nursery. Effective risk assessments and daily safety checks are in place however there is no evidence that these are regularly reviewed. People who run the setting ensure they carry out emergency evacuation practices, which are recorded however these need to be completed more frequently.

The setting offers sufficient play space for the age ranges as well as an outdoor area. The outdoor area provides a spacious environment for outdoor play. It includes a new wooden rainbow playhouse to promote all-weather learning and play. The children also access balance bikes, construction toys, a water wall and slides. There are further plans in place to develop a writing shed and planting area. Children have sufficient space to play and learn indoors within one large base room and a smaller room for younger children. Children's toilets are easily accessible and are clean. Indoor resources, furniture and equipment are of a good standard.

People who run the setting offer age-appropriate equipment and the children can access the toys independently, as they are stored at an appropriate level. They maintain the upkeep of the equipment to ensure it is safe and suitable for children. Children socialise happily, as they sit at age-appropriate tables and chairs. They ensure that all children can access good quality and a broad variety of appropriate toys and equipment. For instance, a book corner, dressing up clothes and a play bus. Children's work is celebrated and displayed within the setting with colourful displays that promote language and literacy.

## Leadership and Management

**Adequate**

People who run the setting work closely with all staff to promote a well-run service, and they are mostly aware of their roles and responsibilities. They regularly review and update the setting's policies and ensure staff implement these in practice. Not all paperwork is kept at the setting although this was quickly sent through following the inspection visit. Staffing ratios were not always adhered to for short periods of time. People running the setting acknowledge this shortcoming and during the inspection have been quick to rectify the situation.

There are strong procedures in place for self-evaluation of the service. The quality-of-care review is a purposeful document that includes a plan that clearly identifies priorities for improvement. These include more visits in the local community, staff training and a focus on wellbeing.

People running the setting generally implement safe recruitment procedures. During the inspection visit, we found that staff records sampled did not include all the required pre-employment checks documentation. While no immediate further action is required, it is an area for improvement and we expect the provider to take action.

The people who run the setting and staff work well as a team to support each other and promote children's development. They value the staff. Regular 'huddle meetings' are held and staff confirm they have regular verbal supervisions and feel well supported.

People who run the setting ensure that they have good systems in place to communicate and engage effectively with parents. They keep them well informed with a daily diary for the younger children, and verbal feedback for the older ones. They also use social media to let parents know about changes to the setting or activities they have done.



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

R1. Develop planning to include evaluation which identifies the next steps in children's learning and development.

R2. Ensure that documentation is available at the setting for future inspections.

R3. Ensure that all risk assessments show the date of review.

R4. Increase the frequency of fire drills.

### Summary of Non-Compliance

| Status              | What each means   |
|---------------------|---|
| <b>New</b>          | This non-compliance was identified at this inspection.  |
| <b>Reviewed</b>     | 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. |
| <b>Not Achieved</b> | Compliance was tested at this inspection and was not achieved.  |
| <b>Achieved</b>     | 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 |
|------------|---------|--------|
|------------|---------|--------|

|    |   |     |
|----|---|-----|
| 28 | Staff files were incomplete. Ensure that all there is a full record of staff that are caring for the children at all times. | New |
|----|---|-----|

| 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.   |

**Date Published** 10/08/2022