



Inspection Report

LCDP Nursery

**23a Bridgend Road
Llanharan
Pontyclun
CF72 9RD**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

13/08/2024

Welsh Government © Crown copyright 2024.

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gov.uk
You must reproduce our material accurately and not use it in a misleading context.*

About LCDP Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Llanharan Community Development Project Ltd
Registered places	12
Language of the service	English
Previous Care Inspectorate Wales inspection	10 May 2019
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	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 are happy and enjoy attending the setting. They feel safe and secure in the care of staff. Children have good opportunities for play and learning and develop their independence through a range of exciting play and learning experiences.

Staff have a good understanding of how to keep children safe and healthy. They are friendly, and provide safe, nurturing care. Staff support children with a wide variety of activities, which promote children's curiosity, play and learning. They keep effective records of children's progress.

The environment is clean, safe, welcoming, and child friendly. It is well organised to stimulate and support children's play and learning. A good range of indoor and outdoor resources promote children's learning and all-round development.

Leadership and management of the service is good. There is a clear vision for the service and the person in charge supports staff to carry out their jobs well. Parents speak highly of the care provided by staff at the setting. Leaders ensure the best service is provided to children who attend the setting.

Well-being

Good

Children have good opportunities to make choices and decisions about what affects them. They can choose where and what they play with, and consistently have choice about whether or not they would like to participate in an activity. They speak confidently and those who are not yet able to communicate verbally use signals such as pointing to successfully convey their needs and wishes. For example, a child motioned to staff that they needed more paint for a craft activity and staff fetched it for them.

Children feel relaxed at the setting as they are familiar with the environment and routines. They have good relationships with staff and happily approach them for comfort or support when needed. Children talk to staff about their play and actively seek their company. For example, children invited their key worker to dress their dolls with them. They are beginning to form friendships with other children which helps them feel happy and valued. We saw a child offer to help another child collect building blocks for a game.

Children express their needs to staff confidently and interact well with each other. For example, a child asked staff for help to refill a water canister outdoors. Children are learning to cooperate, share, and take turns. We saw children working together to finish a jigsaw, and a child demonstrating to another child how to balance on a beam. Children respect each other and the resources, using them appropriately and helping to tidy up when asked.

Children are enthusiastic and enjoy their play and learning experiences. We saw children thoroughly enjoying an imaginative game of car washing with toy cars. They engage in their chosen activity for an appropriate length of time for their age and stage of development. Children move around freely and can access the available resources. They are eager to share their achievements with staff. We saw a child excitedly showing staff the picture they had created. They can join in with adult led focused tasks or choose their own area of play. For instance, while many children were playing with the staff outdoors, one child chose a book from the shelf to read with a member of staff.

Children have regular opportunities to develop their independence skills. They are encouraged to open toy bags and boxes without support. Children wash and dry their hands independently with supervision. During mealtimes, they serve themselves and pour water or milk from jugs with support.

Care and Development

Good

Staff have a good understanding of how to keep children safe and implement policies and procedures effectively. They demonstrate a clear understanding of their safeguarding responsibilities and the action they need to take should they have a concern about a child. Staff complete relevant records in relation to accidents, incidents and medication. However, these are not always completed consistently. Registers of attendance for staff, children, and visitors to the setting are kept. Information on individual allergies are up to date and displayed clearly. Staff conduct regular fire drill practices with children to ensure they know how to leave the building safely in the event of an emergency. However, these are not timed nor evaluated. Overall, staff keep children safe and healthy and have effective procedures in place to promote a healthy lifestyle. Staff follow infection control procedures by washing hands after changing a nappy and before preparing food. They maintain a hygienic environment, regularly washing tables, cleaning cups/bottles and brushing floors. The snacks and meals provided are nutritious and children are able to access water independently regularly throughout the day.

Staff are patient, caring and kind when interacting with children. They deal with any inappropriate behaviour quickly and calmly to avoid it escalating. For example, when a child began to push another child out of the way at a water activity, a staff member quickly intervened and moved the tray to make room for all the children. Staff use praise appropriately to celebrate children's achievements, helping them to feel a sense of pride in what they are doing. They speak respectfully to each other and are good role models for children. Staff join in with children's play when it is appropriate to do so and talk with them regularly to extend their learning and make their experiences sociable. During snack time we saw staff chatting to the children about their favourite fruit.

Staff plan stimulating activities and opportunities for children to learn. They conduct observations of the children, so they are aware of their interests and individual needs. Staff use this information to plan for children's next steps in development and track their progress, dating when skills are achieved. Staff promote the use of the Welsh language well. We heard staff using simple words and phrases and singing Welsh songs with the children at circle time and throughout the day.

Environment

Good

Leaders have comprehensive policies in place and ensure the environment is suitably safe, secure, and well maintained. Staff complete effective and accurate risk assessments which are regularly reviewed. They complete daily safety checks of the environment to identify and, where possible, eliminate any risks to children's safety. The setting is clean, tidy, and well maintained. Effective cleaning routines are in place which ensures the environment is well managed in terms of infection prevention and control. The premises is secure, and a robust system is in place to record any visitors to the setting. Routine checks for the building and safety certificates are up to date.

Leaders provide a welcoming and interesting environment for children. There are low level tables which provide good opportunities for table-top activities and snack times. Indoors, there are two separate rooms accessible to children. One room provides opportunities and resources for play and learning. The other is suitable for snack and messy play activities guided by staff. The outdoor play space is suitable with a good range of resources. There are suitable toileting areas including hand basins with liquid soap and paper towels. These provide children with opportunities to become more independent, and privacy and dignity is considered. There are plenty of labels and displays of Welsh vocabulary including colours, months of the year, and displays of children's artwork which is a celebration of their achievements. There are opportunities throughout the setting for children to practice literacy skills, along with a wide selection of books.

Leaders provide a diverse range of resources for all ages and stages of development, allowing children a variety of choice. For example, through block play, water play, sensory activities, craft activities, and role-play activities. Children can access toys and resources easily, as they are stored at low level or within their reach. Staff ensure that real life and multi-cultural items promote children's awareness of equality and cultural diversity. They regularly check toys, equipment, and resources to ensure that they are clean and in good condition.

Leadership and Management

Good

Leaders are effective in the way they manage and operate the setting and are committed to ongoing improvements. They have a very good understanding of the care they provide and are actively involved in the day to day running of the setting. They have a strong vision that they share effectively with others and regularly review. They update the setting's policies and ensure staff implement these in practice. There is a statement of purpose in place which provides an accurate picture of what the setting offers. This enables prospective parents to make an informed decision about using the setting. There are good arrangements in place to ensure that child protection and safeguarding is a priority. Leaders have worked positively with Care Inspectorate Wales (CIW) during this inspection.

Leaders have created an effective quality of care report. They ensure staff, parents, children and outside agencies' views and opinions are obtained. Leaders ensure that these opinions are implemented towards the improvements for the setting, which are highlighted in the report. They create goals for the future running of the setting and review these regularly.

There is a clear system in place to ensure that staff's Disclosure and Barring Service checks (DBS) are current. Staff files are up to date and people who run the setting undertake all relevant checks to ensure staff are suitable to work with children. Most staff have up to date mandatory training such as first aid and safeguarding and receive good opportunities for additional training. Staff are enthusiastic, motivated and enjoy their work. They told us people who run the setting are supportive. Leaders ensure all staff receive regular supervision and annual appraisals, which enables them to identify their strengths and areas for development.

Leaders have developed meaningful and positive relationships with parents and carers. There are excellent systems in place to keep parents well informed about their child's time at the setting using an electronic app. Parents told us how supportive and helpful the staff are and how much the children love attending. They are extremely happy with how their children's independence is nurtured and encouraged and feel their children are flourishing. Leaders have good relationships with a range of professionals and the community. They make full use of a range of opportunities available on their doorstep to enhance children's learning in the real world, such as visits to the local park and shops.

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.

Area(s) for Improvement

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	
--	------------	--

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)
	No NMS Recommendations were identified at this inspection

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice	
Recommendation(s)	
	Ensure that accident, incident and medication forms are completed fully.
	Consider timing fire drill practices and evaluating their outcome.

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- [Inspection report survey](#)

If you wish to provide general feedback about a service, please visit our [Feedback surveys page](#).

Date Published 07/10/2024