



## Inspection Report

**Morris Mouse Day Nursery Ltd**

**Slate St  
Morrison  
Swansea  
SA6 8AA**



**Date Inspection Completed**

18/09/2024

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## About Morris Mouse Day Nursery Ltd

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Morris Mouse Day Nursery Ltd
Registered places	80
Language of the service	English
Previous Care Inspectorate Wales inspection	14 February 2020
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is making a significant effort to promote the use of the Welsh language and culture or is working towards being a bilingual service.

<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>Adequate</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Good</b>

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

### **Summary**

Children are happy and settled. They have a good voice and can make choices about what they do for much of the time. Children develop good relationships and interact positively with their friends and with staff. They have ample opportunities to learn, develop skills and do things for themselves successfully.

Staff understand their roles and successfully follow policies and procedures to keep children safe and healthy. They are patient, kind, and caring and support children's play and learning well.

Leaders ensure the environment is safe and secure. At the time of inspection, they were undertaking a major refurbishment of the premises between August and October. Leaders had suitable risk assessments and arrangements in place to keep the relatively low numbers of children attending safe and provide them with an adequate temporary environment for play.

Leaders are committed to providing a high-quality setting and work well with staff to achieve their aims. They regularly seek the views of children, parents and staff on the quality of the service they offer. Leaders have established strong partnerships with parents and work closely with other professionals such as the local authority when necessary.

## Well-being

Good

Children have a good voice and can make choices and decisions about what they do for much of the time. For example, babies can freely explore the toys and resources provided, whilst older children can move between the two rooms in use and choose to join in with activities or find resources from the shelves to play with. Most children communicate their wants and needs confidently. Some use words and phrases whilst others use non-verbal cues such as pointing. Children coming in from school at lunch time chat happily with staff about their morning.

Children are happy and settled. They form close bonds with staff which has a positive impact on their well-being, helping them to feel valued and confident. Children are very familiar with the routines of the setting which contributes well to their sense of security and belonging. They have adapted well to their temporary environment.

Overall, children behave and interact well. They listen to staff and most children respond to explanations or distraction to help them overcome minor disputes or upsets. Older children are beginning to make friendships and some play together well. Younger children play alongside each other as is appropriate for their ages and stages of development. Children learn to share and take turns; some use please and thank you spontaneously.

Children are enthusiastic and enjoy opportunities to play, learn and develop skills. Most engage for extended periods in activities that interest them. For example, as they choose to play with construction toys, join a painting activity or explore the leaves, twigs and cones they collected on a walk the previous day comparing sizes and talking about big and small. Younger children concentrated for a long-time filling and pouring an autumn coloured mix of sand and lentils using containers, scoops and spoons. Children have opportunities to join in with group activities and thoroughly enjoyed a session of high energy action songs.

Children have good opportunities to learn to do things for themselves successfully. They make independent decisions about their play activities. Nearly all eat independently using appropriate cutlery and use flannels to wipe their own hands and faces afterwards. Many children respond to encouragement to help to tidy up and are beginning to learn about recycling as they decide which bin to put the wastepaper in.

## Care and Development

Good

Staff implement the settings' policies and procedures effectively. They understand their responsibilities to keep children safe and know how to report any concerns they may have. There is a detailed safeguarding policy in place to support them. Staff consistently record their own and children's attendance to ensure there is an accurate register of who is in the building. Staff complete appropriate paperwork for accidents, incidents and pre-existing injuries. They obtain written parental permission to administer medication and record when they administer it, this was done via an electronic app. However, the app was proving unreliable when trying to access historical records and since the inspection visit, leaders have confirmed they have returned to a paper system. Staff consistently ensure parents sign the relevant records. Leaders review these records to ensure they can act on anything of concern. Staff follow good hygiene procedures in relation to food preparation and serving and nappy changing. Good procedures are in place to manage any allergies or dietary requirements children may have. The settings cook prepares fresh, healthy meals daily which contribute to a healthy lifestyle and staff ensure children have regular opportunities to be outside in the fresh air.

Staff are kind and caring. They interact well with children and have established positive relationships with them. For example, they sit with the children at mealtimes, encouraging them to eat, helping when needed and modelling good social skills. Staff are calm and sensitive when dealing with minor issues explaining patiently why children should not do something.

Staff support children's play and learning well. They plan and provide engaging activities and involve children in deciding what resources they want out. They plan around themes such as autumn and provide parents with an outline of activities and some ideas they can try at home. Staff enthusiastically lead children in group sessions and activities adding to their enjoyment and engagement levels. They use incidental Welsh to encourage children's understanding and leaders have supported many staff to attend Welsh language courses. Staff know the children well; they are alert to those who may have additional learning needs and seek support and guidance from outside agencies when needed. They have regard to the Curriculum for Wales and track the development of children, providing parents with relevant reports.

## Environment

Adequate

Leaders provide an environment which is safe and secure. They ensure external doors are locked and visitors to the setting are recorded. They have produced a range of suitable risk assessments including for the refurbishment work currently underway. They have carefully considered the logistics of how to keep children safe during this period and we did not see any risks to children's safety during our visit. Staff complete daily checks of the premises and leaders ensure maintenance checks for the building and appliances are up to date. Leaders have considered the arrangements for evacuation during this interim period. They carry out and record regular fire drills to ensure all staff and children know how to evacuate the building safely in the event of an emergency and have carried one out during the refurbishment period.

The setting operates from a large building which they have sole use of. However, at the time of the inspection visit, only a small part of the building was in use for children. The two- and three-year-olds were using two interconnecting rooms and the babies were using space adapted from the holiday and after school club room. No children were attending the club at the time of the inspection. Significantly lower numbers of children than usual were attending the setting overall. This temporary reduction in numbers was the result of a conscious decision on the part of leaders to ensure the safety and quality of provision for the children attending during the building refurbishment work.

The temporary areas provided adequate play spaces for children. However, there was a lack of space for independent physical or outdoor activity, usually well provided for in the large central hall space and outdoor play area currently being renovated. This meant there were occasions when this impacted on children's engagement although staff worked hard to overcome this with energetic group times and walks to the local park. Suitable toilet and nappy changing facilities were available. New facilities are part of the refurbishment project.

Leaders provided a reduced range of resources and furniture, particularly in the baby room which meant children's choices were more limited than they would otherwise have been. The resources available were suitable for the children using them, clean and well maintained. Ample numbers of cots were available for babies to sleep comfortably. Leaders showed us round the premises, and it is clear the premises and facilities for the children will be greatly improved when work is completed.

## Leadership and Management

Good

Leaders are committed to providing a high-quality service and are passionate and enthusiastic about their work. They share a clear vision for the setting which they share with staff. Leaders have developed a comprehensive range of good policies and procedures to support the smooth and safe running of the setting. Some of the key policies are also available in Welsh. Leaders have updated one or two of them, such as the Additional Learning Needs (ALN) policy, since the inspection. They maintain a detailed Statement of Purpose which is useful for parents. Overall, leaders complete paperwork to a good standard. However, they had failed to notify Care Inspectorate Wales (CIW) of the significant refurbishment work they are carrying out and of recent staff changes through the correct means, indicating they are not fully aware of their responsibility to keep CIW informed of certain events or, in some cases, how to do so. Whilst no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Leaders are reflective and continually look for ways to improve and develop their setting. They seek regular feedback from parents, children and staff and provide parent questionnaires bi-lingually. They evaluate and respond to this feedback in an annual quality of care review and identify some areas for improvement. For example, ensuring parents have more information about their app during the registration process.

Leaders have robust recruitment procedures in place to ensure staff are suitable to work with children. They maintain staff records which contain all the required information and suitability checks. They ensure mandatory checks and training such as Disclosure and Barring Service (DBS) checks, paediatric first aid and safeguarding are up to date. Both responsible individuals have DBS checks carried out within the last three years. However, these have not been counter signed by Welsh Ministers as is required, they have, therefore, applied for new ones. Leaders ensure staff have regular supervision and annual appraisals. Staff told us they feel well supported and enjoy working at the setting. Newer staff described an effective induction period. Leaders deploy staff well to ensure they maintain and often exceed adult to child ratios which provides beneficial support for children. Their current refurbishment project is the result of a successful capital grant application to the local authority.

Leaders and staff develop strong relationships with parents. They have kept them well informed during the recent works and are planning an open day when everything is completed. Leaders collect all relevant information about children before they start to enable them to meet their individual needs successfully. They keep parents informed about their children's day and development through a variety of means including verbal feedback and an electronic app. We saw many extremely positive comments from parents on the questionnaires returned for the quality of care review.



### 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.

### Area(s) for Improvement

Regulation	Summary	Status
31	The responsible individuals must ensure they are fully aware of the events they must notify CIW about	New

	and know the correct means of submitting these notifications.	
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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)
	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)
Continue to develop knowledge of the Curriculum for Wales and the Quality Framework for Early Childhood Play, Learning and Care in Wales to further support assessment and planning for children's next steps in learning.
Further develop the Quality of Care review process to better include planning for improvement.

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.

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