



Inspection Report

Meithrinfa Seren Day Nursery

**University Of Wales Trinity St. David
Lampeter Campus
College Street
Lampeter
SA48 7ED**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

08/08/2024

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About Meithrinfa Seren Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Seren Day Nursery Ltd
Registered places	36
Language of the service	Both
Previous Care Inspectorate Wales inspection	12 October 2021
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>	Adequate
<u>Environment</u>	Adequate
<u>Leadership and Management</u>	Poor

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

Summary

Children are happy, settled and relaxed at the setting. They have a strong voice and interactions with their peers and staff are positive. Children are motivated and engaged in initiating their own play. They follow their own interests and ideas. Children are developing good independence skills for their ages and stages of development.

Staff implement many policies and procedures to promote healthy lifestyles, physical activities and personal safety and well-being. However, there are recommendations in relation to records, staff understanding of safeguarding procedures and implementation of the nappy changing policy. Interactions between the staff and children are warm, friendly, and demonstrate kindness. Staff ensure children are supported to follow their own interests, choices and decisions within a free play environment.

The premises is welcoming and accessible. Leaders have suitable measures and risk assessments in place to ensure everyone understands their responsibilities in relation to the welfare of children. There are a good selection of quality resources and areas to enhance children's play and learning indoors and outdoors. However, there is an area for improvement to ensure all potential hazards are so far as possible eliminated. There are recommendations in relation to heating maintenance certificate and privacy and dignity.

Leaders implement policies and procedures that are regularly reviewed. However, staff suitability checks are not always obtained, records are not always accurate, and Care Inspectorate Wales (CIW) are not always informed of significant changes to the setting. Leaders have effective methods of self-evaluation and make plans for improvement. Staff to child ratios are being met. There is a positive ethos between the staff, and they feel fully supported by leaders. Partnerships are effective.

Children have a strong voice. They are confident to make their own choices about what they want to do and play. For example, they happily choose to play with sand, water and the role play areas. Children express themselves confidently. For instance, when they want more food at lunchtime, they share this with staff, which is acted upon. Children make decisions for themselves. For example, they choose where they want to sit at mealtimes and decide when they are ready to join others for food.

Children are happy, settled and relaxed at the setting. They benefit from consistent staff who know them well, and they show positive attachments with staff who care for them. For example, they go to staff for cuddles and comfort naturally. Children are proud of their achievements. They smile when staff praise them for eating all their strawberries. Children proudly celebrate their craft work, showing staff their masks, saying "*I've done it!!*"

Interactions between children are positive. They play alongside each other effectively taking turns when riding bikes and sharing resources in a water play activity. Children's interactions with staff are good. They listen to instructions given by staff. For example, they listen when staff discourage them to climb the table to see other members of staff in other areas.

Children are motivated and engaged in initiating their own play and learning. They follow their own interests and ideas. For example, they help themselves to buckets and resources from the mud kitchen area and move these to other areas to explore natural resources under the tree in the quiet reading area outdoors. Children show creativity and enjoyment when playing. They use masks and props during role play, pretending to be different animals. For example, a child said "*Tiger ydw i, Ma 'muscles' da fi!*" Children show good concentration skills for their ages and stages of development. They listen to a story being read to them by a member of staff and respond well to questions asked about the animals.

Children embrace varied opportunities to develop their independence skills successfully according to their ages and stages of development. They confidently ride balance bikes, kick and receive a ball and use resources which promote fine motor skills. As a result, they have developed good physical skills. Children are very familiar with their daily routines. They wash their hands before eating and eat their meals using cutlery. Children use spoons to help themselves to more fruits and foods of their preference and help themselves to their personal water bottles. Most children see to their personal needs independently.

Care and Development

Adequate

Staff keep children relatively safe and healthy. They understand and implement many policies and procedures to promote healthy lifestyles, physical activities and personal safety and well-being. Staff provide a good range of healthy, nutritious foods for children, and they ensure children have access to water throughout their time at the setting. During mealtimes, staff encourage children to wash their hands effectively and they consistently sanitise tables. Staff ensure children's allergies, intolerances and other dietary needs are recognised and met. Many staff have a reasonable understanding of their responsibilities to keep children safe. For example, many staff mentioned that they were fully aware of the policies and procedures in relation to potential child welfare scenarios. However, not all staff are aware of the safeguarding procedures. Staff ensure children are effectively supervised. Staff keep records of children's incidents, accidents, which are signed for by staff and parents. However, pre-existing injuries are not recorded at present and medication records do not always show previous dosages and are not currently signed by parents. Many staff implement the nappy changing policies and procedures. However, not all staff effectively implement the nappy changing policy. Many staff have valid first aid qualifications and there is a sufficient number of staff to meet the paediatric first aid requirements.

Staff create a warm and positive relationship with the children. For example, they promote language, such as, names of colours and names of zoo and farm animals through messy and creative play with sensory and natural resources. Interactions with children are friendly and demonstrate kindness. For example, they have lovely conversations and sing to children as they change their nappies, providing a positive experience for children as a result. Staff promote children's self-esteem and sense of achievement. They celebrate by cheering the children when they successfully kick and receive the ball when playing football with a staff member. Staff show empathy towards children. They respond kindly when a child's bowl of ice cream fell on the floor saying, *'don't worry, shall I get you another one?'* Staff praise children for their achievements. For example, they praise them for sharing and for eating their toast well. Children who do not want the food on offer are offered alternative foods, such as their favourite cereal. Staff are good role models. They nicely and kindly encourage children to use 'please' and 'thank you' at mealtimes.

Staff know the children well and as a result they are able to ensure they support children to follow their own interests, choices and decisions. They are also able to ensure there are resources of interest to children and meet their needs. Staff support children's language needs and ensure that assessments are completed regularly to meet their developmental 'next steps'. Staff have a good understanding of additional learning needs. They know how to access support for children, if needed. Children are cared for by staff who can meet their Welsh language needs, which is promoted throughout. They sing Welsh songs and read Welsh books to children. Staff ensure children have opportunities to embrace different cultures and diversity, such as Chinese New Year, as well as Welsh cultural celebrations.

Environment

Adequate

Leaders have adequate measures and policies in place in relation to the safety and welfare of children. They have detailed general risk assessments for the premises, outings and activities that they regularly review. However, leaders and staff do not always identify potential risks and environmental hazards are not always identified and eliminated. For example, there are broken play resources and hazardous substances, which are not always correctly thrown or stored away from children. This is an area for improvement, and we expect the provider to take action. A fire risk assessment is conducted, and leaders ensure they undertake regular fire drills. Leaders ensure the environment is secure and maintenance checks are conducted. However, the heating certificate was not available. The entrance to the nursery is locked, ensuring unauthorised members of the public cannot enter the premises, and the outdoor area is secure. Staff ensure that visitors record their presence in the visitors' book.

The nursery is welcoming and accessible to all. There are changing areas, toilets, toileting aids and liquid soap available for children. Older children have cubicles to access the toilets providing privacy and dignity effectively. However, staff do not always ensure privacy and dignity is always implemented when children are potty training. Leaders ensure there are areas where children can rest and sleep according to their preferences, and bed linen is changed for each child. The indoor area is spacious, and leaders organise the areas effectively to support and enhance children's independence skills and learning opportunities. There are low level tables and chairs suitable for children's ages and stages of development, ensuring children have opportunities to come together for social gatherings such as eating and table-top activities. Leaders ensure there are opportunities to celebrate children's arts and crafts. These are displayed on the 'O dan y môr' themed display. They ensure there are Welsh labels on resources and a display of Welsh vocabulary for the weather, letters, numbers, days of the week and months.

Leaders have recently enhanced the indoor areas. There is new flooring, furniture and resources for role play. Leaders ensure there is a varied range of resources and toys available to enhance children's learning through play. They are committed to providing resources which meet the children's interests. Leaders provide resources that promote children's creative, social and language skills, as well as their ability to explore and develop their thinking skills through play. The resources include crafts, role play area, bilingual books and those which promote cultures and diversity, small world play and musical toys, soft play, puzzles and mathematical resources. They ensure the main outdoor area is consistently used and provides a suitable space for children of all ages to enhance their physical, communication skills and play preferences. There is an outdoor natural sheltered reading area, a mud kitchen, physical play resources, gardening, climbing and balancing resources. The resources available enhance children's knowledge and understanding of different cultures and diversity.

Leadership and Management

Poor

Leaders provide a statement of purpose which meets regulation and reflects the current running of the setting. They have policies and procedures which are regularly reviewed. Leaders have made amendments to the safeguarding and behaviour management policies during the inspection to reflect current guidance. Leaders ensure that most required records are in place. They acquire children's contracts and permissions, and ensure they have a record of staff and children's attendance. However, staff breaks are not always recorded and as a result, there is no clear audit of persons who look after children during those times. This is an area for improvement, and we expect the provider to take action. Insurances are in place and are current. There are arrangements in place to deal with complaints and concerns should they arise.

Leaders have effective self-evaluation techniques and make plans for improvement. They provide a quality-of care review which reflects the views of parents, staff and children. They provide a detailed evaluation of the improvements made and create targets for the future running of the setting.

Leaders ensure they conduct staff suitability checks and Disclosure and Barring Service (DBS) checks for the majority of staff before they start working with children. However, leaders have not completed the required suitability checks and disclosure and barring checks for the newest members of staff working with children. This is placing children's health and well-being at risk, and we have therefore issued a priority action notice. Leaders ensure they employ a sufficient number of qualified staff; and staff to child ratios are met at all times. Leaders have effective systems in place for child protection. However, leaders are yet to complete the required safeguarding training to meet the requirements of the NMS. There is a positive ethos to the setting, where staff feel supported to follow their professional development training and feel they are supported to develop new ideas to enhance the experiences and outcomes for children. Supervisions and appraisals are embedded to enhance professional development of leaders and staff. Staff informed CIW that they are very happy and feel very well supported by leaders. They have monthly meetings, team building days and social gatherings. This has resulted in a setting which has a good working ethos and positive relationships between staff and management.

Leaders have completed the annual self-assessment of service statement (SASS) and have informed us of changes to the setting. However, leaders have not informed CIW of staff changes. This is an area for improvement, and we expect the provider to take action.

Partnerships are effective. They have positive partnerships with local authority representatives for additional learning needs support. Leaders and staff engage with parents about children's time at the setting at pick up times. They have a webform app informing parents about eating habits, toileting needs, nappy changes and activities. Leaders ensure children have the opportunities to visit the local gardens, library, soft play centre, park and a local residential home for older people. Parents informed CIW that their children are very happy at the setting, and they make good progress. They feel that both staff and management are approachable.

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
28	The Responsible Individual must ensure there are adequate suitability and disclosure and barring checks in place for all staff and volunteers working with children	New

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
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31	The responsible individual must ensure they inform Care Inspectorate Wales of any significant events or changes to the service	New
30	The responsible individual must ensure records always accurately reflect all staff caring for children at any one time.	New
25	Leaders must ensure all potential hazards are eliminated as far as possible	New

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 10 - Healthcare	Ensure staff consistently implement the nappy changing policy and procedures
Standard 20 - Child protection	Ensure all staff are fully aware of the safeguarding procedures in relation to potential child welfare situations and they receive appropriate training
Standard 11 - Medication	Ensure all medication records include previous dosages and signatures are obtained following the administration of medicine
Standard 22 - Environment	Ensure younger children are provided with appropriate privacy and dignity to meet their toileting needs
Standard 24 - Safety	Ensure heating maintenance checks are available for inspection.

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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