



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru  
His Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Selca Day Nursery**

**Rose Terrace  
Llanharan  
Pontyclun  
Rhondda Cynon Taff  
CF72 9RH**

**Date of inspection: July 2024**

**by**

**Care Inspectorate Wales (CIW)**

**and**

**Estyn, His Majesty's Inspectorate for Education and  
Training in Wales**

## About Selca Day Nursery

Name of setting	Selca Day Nursery
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Lauren Paskell/Emma Paskell
Person in charge	Amelia Paskell
Number of places	38
Age range of children	6 weeks to 5 years
Number of 3 and 4 year old children	12
Number of children who receive funding for early education	10
Opening days / times	Monday to Friday 6:45 am – 6:00 pm
Flying start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
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.
Date of previous CIW inspection	28 July 2022
Date of previous Estyn inspection	First Estyn inspection
Dates of this inspection visit(s)	02/07/2024

## Summary

<b>Theme</b>	<b>Judgement</b>
<b>Well-being</b>	<b>Good</b>
<b>Learning</b> (only applies to three and four year old children who do not receive education in a maintained setting)	<b>Good</b>
<b>Care and development</b>	<b>Good</b>
<b>Teaching and assessment</b> (only applies to three and four year old children who do not receive education in a maintained setting)	<b>Good</b>
<b>Environment</b>	<b>Adequate</b>
<b>Leadership and management</b>	<b>Good</b>

## **Non-compliance**

No non-compliance was identified during this inspection.

## **Recommendations**

- R1 Review key routines to ensure all children's needs are considered fully
- R2 Further develop the use of effective questioning to challenge children's learning and develop their vocabulary
- R3 Risk assessments must reflect the environment and consider all potential risks
- R4 Ensure the environment considers and promotes all children's experiences and developmental needs

## **What happens next**

The setting will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

### Well-being: Good

Nearly all children are happy, settled and can make decisions about how they spend their time. For example, they choose from the fun activities and toys on offer, following their own interests by accessing different areas of the setting in small groups. Babies and toddlers follow their individual sleep and bottle-feeding routines. Nearly all children express themselves confidently. They are mostly listened to, which makes them feel valued and promotes their self-esteem. For example, children make decisions if they would like to play outside on the bikes or visit the allotment to water the flowers.

Nearly all children arrive happy and eager to start their day. They welcome each other warmly and greet any visitors to the setting enthusiastically. Nearly all children are comfortable in their surroundings and develop warm relationships with their peers and practitioners at the setting. For example, an older child eagerly talks to a practitioner from the baby room, showing their toy and chatting about their baby sister who was also attending the setting that day. Nearly all children are familiar with the daily routines, which helps them feel settled. For example, they confidently participate at mealtimes and when singing rhymes, counting and during story time activities.

Nearly all children enjoy their play and learning. They are enthusiastic and fully involved in the activities on offer, developing a range of skills as they explore their chosen activity, for example when using a variety of different size cars and paint to make tyre marks on the paper. Children engage in their imagination and make sense of their world as they pretend to make cups of tea and serve their friends ice-cream from their shop using some real-life resources during their role play.

Nearly all children enjoy one another's company and spending time with practitioners. They are beginning to understand the needs of others and consider their friends feelings, for example when helping their friends to sit on the rocker so they could play together. Nearly all children behave and interact well for their ages and stages of development. They happily play alone and alongside their friends as they learn to share and work together. For example, babies are supported to take turns when playing with a ring stacker. Children receive frequent praise for their efforts and achievements, which makes them feel happy and valued.

Nearly all children have good opportunities to develop their independence skills, enabling them to do things for themselves. Most children can follow their own interests for extended periods of time which allows them to consolidate skills and make decisions. Nearly all children participate at mealtimes, helping to serve themselves and pour their own drinks. They put their own coats on before going outside. Older children are encouraged to wash and dry their hands, while younger children do so with guidance.

**Learning (only applies to three or four year old children who do not receive education in a maintained setting): Good**

Most children are enthusiastic during their time at the setting and make good progress in their learning. They apply a wide range of skills effectively, which improve their knowledge and understanding successfully.

Nearly all children listen carefully to instructions and follow them conscientiously, for example when washing toy cars with foam and water in the indoor water area. They speak confidently with each other and to adults while engaged in extended periods of creative play. Nearly all children respond to discussions and share ideas to complete tasks successfully. For example, they work together well to ride their trikes around a pretend road and into an outdoor car wash cooperatively. Many children strive to use simple Welsh phrases when discussing the weather, with guidance from practitioners. They enjoy joining in with familiar songs and routines during their circle time and confidently join in with simple conversations.

Many children handle books as readers, turning pages appropriately. They engage well with familiar stories and enjoy discussing the pictures in the books with their friends. They sit for extended periods when listening to stories in English and Welsh and happily discuss events, such as naming a range of exotic fruits.

Most children use mathematical language correctly in appropriate contexts. They use numeracy skills well when counting and talking about cutting their fruit or cheese into halves, triangles, squares and different sized pieces. They recognise numbers confidently in their play and accurately match numbers to colours when colouring in rocket pictures.

During their play, nearly all children make purposeful marks using different media such as chalk and coloured pens. They are beginning to develop early writing skills effectively. For example, they use letters and numbers to write shopping lists and the first letters of their names on the back of their pictures with some accuracy.

Most children develop their physical skills successfully by riding bikes in the garden, balancing on wooden blocks and using wheelbarrows filled with compost. They enjoy working together to adapt their ideas, for example when using cardboard boxes and steering wheels to pretend to be Santa. They are polite and kind to each other and these positive attitudes have a good effect on children's learning.

Most children develop digital skills effectively and enjoy the range of worthwhile opportunities available to them. For example, they use battery operated torches when looking at books and use tablet computers to take photos when out and about in the local area. As a result, they familiarise themselves well with the area and apply their digital skills purposefully.

**Care and development: Good**

Practitioners have a good understanding of their responsibilities to keep children safe and healthy. They consistently follow the settings policies and procedures which

guide staff and outline expectations. For example, practitioners regularly monitor babies and toddlers when sleeping. Practitioners understand their role when dealing with any safeguarding matters. They are confident in the steps to take if they have concerns and have a good understanding of the procedures to be followed. Therefore, the setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners implement robust procedures to support children when recording and reviewing accident, incident, and pre-existing injury forms. These are recorded and shared with parents in a timely manner via the setting's online app. Practitioners administer medication and maintain records in accordance with the policy.

Practitioners offer a range of healthy and well-balanced meals and snacks, and water is freely available to children. They follow robust systems to manage allergies, intolerances, and preferences. Practitioners follow good hygiene practices in line with infection control guidance, for example wiping tables before children sit down to eat and wearing aprons and gloves when handling food. They encourage children to develop good hygiene routines, such as washing their hands before eating. However, children of all ages are required to sit for unnecessary periods of time during routines such as snack time.

Most practitioners interact with children well. They act as good role models, speaking with each other and with the children respectfully. Practitioners are kind and patient and offer reassurance to children when needed. They understand the behaviour policy well and use a positive approach to guide children to behave as expected. For example, a child wanted to continue to play in the role play area during snack time. The practitioner followed the child's lead to continue their play until they were ready to join the other children for their snack.

Practitioners know the children well. They capture key information effectively to support the child's experiences at the setting. For example, 'all about me' forms are displayed in the baby playroom to ensure practitioners follow children's individual routines. Practitioners carry out useful observations and identify next steps which helps them to support each child's individual needs. They use this information appropriately when planning experiences to support children's learning. Practitioners support children with additional learning needs well. They seek beneficial advice and guidance from professionals and implement and review individual targets regularly to ensure that children's needs are met. The Welsh language is promoted appropriately, for example when introducing counting and colours during some activities.

**Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Good**

Practitioners have a good understanding of how children learn through play and exploration. They provide a good range of engaging and worthwhile experiences that support children's learning and development well in all areas. Practitioners have a sound understanding of the curriculum and use this effectively to support children's learning and development.

Practitioners involve children in planning what they want to learn about during sessions and place a strong emphasis on learning through play. They allow children to use their voice and make independent choices about their play. Practitioners use a flexible approach to learning and extend opportunities that particularly interest the children, for example when the children discuss the weather the practitioners take them outside to see and feel the rain. They encourage children's social skills consistently by helping them to take turns and share.

Practitioners encourage children to use a good range of age-appropriate resources that help develop children's skills successfully. They follow the children's interests and adapt resources to match. For example, when children show an interest in washing cars, practitioners encourage the children to wash the toy cars then extend this to washing their bikes and scooters in the outdoors.

Practitioners make regular assessments and observations while children are playing and use these well to record the children's next steps. For example, they note that a few children need opportunities to develop their fine motor skills and so use threading games in the following sessions. As a result, children develop their skills well over time. Practitioners regularly share useful information with parents which ensures children are further supported to develop their skills in all areas.

Practitioners provide worthwhile opportunities for children to learn about the culture of Wales. For example, they take them on visits to local castles, beaches and parks which effectively supports their understanding of their locality. Practitioners provide real life opportunities for children to develop their understanding of other cultures through work on celebrations such as Diwali and joining in with African drum sessions.

Most practitioners are good language role models when they interact with the children. They speak clearly and listen carefully to children's responses, praising them for their ideas and contributions. For example, they support children to dig holes to plant flowering plants in the garden area. However, practitioners do not always use questioning well enough to challenge children's thinking and to develop their vocabulary.

### **Environment: Adequate**

Leaders provide children with a learning and play environment that is safe and secure. They ensure it is clean and suitably maintained. Leaders effectively record when visitors, children and practitioners arrive and leave the building. In general, leaders put appropriate measures in place to maintain the safety of the environment, including carrying out regular fire drills. As a result, staff and children know what to do in the event of a fire. Leaders provide practitioners with several written risk assessments to guide them in their practices. These include the environment and some activities such as loose parts play. However, risk assessments do not include all potential hazards or fully identify the safe procedures to be followed and practitioners do not always follow them robustly.



Leaders ensure children have access to sufficient facilities and good quality, appropriately sized furniture to meet their needs. Most of the play spaces inside and outside have been developed to make the most of the available space to enhance the experiences for children. For example, the playrooms dedicated to very young babies and older children consider and promote their experiences in line with their developmental needs. However, the main playroom, which older babies and toddlers' share, is also used by all children at mealtimes. Several tables and chairs are located in this space, limiting children's ability to move around freely. As a result, opportunities for younger children to access the full range of play experiences are limited. A dedicated sleep room enables children to sleep/rest and retreat from the busyness of the setting. Practitioners create displays inside and out, which capture children's experiences and celebrate their artwork well. They also use pictorial signs to promote learning opportunities such as emotion pictures positioned around a low-level mirror.

Leaders provide a suitable range of toys and resources, which are of good quality. Some real-life and recycled items are used well to enhance children's play experiences both inside and outside. For example, children make use of stainless-steel pots and pans and empty cereal boxes in the role play areas. Leaders ensure that resources are kept at a low level in concealed boxes/baskets which are labelled to enable children to choose independently and pursue their individual interests.

The outdoor environments offer a range of suitable play opportunities and experiences for children. For example, children can engage in the natural world and experience opportunities for large physical movement play on the open grassed area, when visiting the neighbouring allotment. In addition, leaders enhance the small outside play space with a variety of equipment such as tunnels, walking beams, stepping stones and role play areas to promote children's physical skills and imaginative play.

### **Leadership and management: Good**

Leaders have a strong vision, which they share well with practitioners and provides a clear direction for the setting. They work hard to create a warm and caring ethos which ensures children feel safe and secure. As a result, children enjoy coming to the setting and settle quickly.

Leaders have established a clear statement of purpose that informs parents and carers what services it offers. They ensure that the setting's policies and procedures support practitioners in most aspects of their work. Leaders ensure practitioners focus on reviewing one policy every month, to develop their knowledge and confidence in the routines of the setting. Practitioners feel highly valued and are leaders celebrate their contribution through a monthly award system, which ensures morale is high. This is reflected in positive behaviours observed in the children.

Leaders have established effective systems to identify strengths and areas for improvement. They provide regular opportunities for practitioners to be fully involved in the planning and improvement process. Leaders make good use of the information

they gather from a wide range of sources to inform improvement planning. Leaders monitor expenditure closely to ensure that spending decisions align appropriately with the setting's priorities for improvement. They make good use of grant funding, for example purchasing resources for the children's use in their play as well as items that promotes staff wellbeing. As a result, the setting's decisions to promote engaging and valuable experiences for the children are good.

Leaders manage practitioners and resources well, allocating and prioritising budget expenditure and grants against targets in a sensible manner. They ensure that there are appropriate levels of suitably qualified and experienced practitioners in the setting to support children's wellbeing, play and learning effectively. They follow safe recruitment processes and define roles and responsibilities clearly. Leaders manage the practitioners conscientiously through effective and personalised supervision and appraisal procedures. These arrangements ensure the accountability of all practitioners regarding the standard of provision and children's outcomes as well as offering them beneficial opportunities to develop professionally.

Practitioners have daily communication with parents during drop off and pick up times. They effectively ensure parents receive regular updates about children's progress through social media. Parents enjoy this contact and believe that it ensures they are well informed about their child's progress and achievements. As a result, parents feel involved in the daily life of the setting. Parents talk positively about their relationships with leaders and practitioners, and they feel confident that their children are well cared for when they are in the setting.

Leaders have established effective transition arrangements that support children well as they move to their next stages of education. They share useful and important information with staff at the school and celebrate these important steps with families during a graduation ceremony. In addition, leaders and practitioners also develop useful partnerships with a range of stakeholders to support their work, for example by working with the local authority advisory teacher.

## Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) ([www.estyn.gov.wales](http://www.estyn.gov.wales))

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh weaknesses but improvements are required
<b>Poor</b>	Important weaknesses outweigh strengths and significant improvements are required

**This document has been translated by Trosol/Prysg (English to Welsh).**

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### 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
N/A	No non-compliance of this type was identified at this	N/A

	inspection	
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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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