



Inspection Report

Abergavenny Nursery

**Randalls Groundworks Ltd
Monmouth House
Northgate Park Road
Abergavenny
NP7 5TT**



Date Inspection Completed

10/06/2024

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About Abergavenny Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Abergavenny Nursery
Registered places	53
Language of the service	English
Previous Care Inspectorate Wales inspection	This is a post registration inspection
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>	Adequate

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

Summary

Children are happy, have a clear voice and can make choices and decisions independently. They develop strong relationships and express their views openly, as they know they will be listened to. They enjoy a good range of interesting opportunities both indoors and outdoors, which spark curiosity and engagement. Children are confident in their communication with each other and with staff.

Staff keep children safe and healthy through following appropriate policies and procedures. They are caring and offer reassurance to children when needed. Staff provide a good range of play and learning activities with an appropriate balance of child and adult led opportunities. They plan and assess purposefully to ensure children's interests and curiosities are developed.

People who run the setting have good measures in place to ensure the environment is safe, secure and well-maintained. The environment has good indoor and outdoor play space for children to move freely. Children have access to a good range of resources and equipment to nurture their skills.

People who run the setting create a positive ethos and are committed to running a quality provision. They understand their responsibilities when appointing new staff. People who run the setting have not ensured all regulatory policies are in place. Staff are happy at the setting and feel supported in their roles. Relationships with parents and carers are strong.

Well-being**Good**

Children are happy and relaxed at the setting. They build affectionate bonds of attachment as they receive lots of attention from staff who interact well with them. Their voice is strong and they have choice of what and where they want to play. We saw older children move freely and safely around the playrooms, accessing toys with ease whilst babies happily crawl to reach the toys they want to play with.

Children have a sense of belonging and are beginning to form friendships with each other. For example, children played together on the pirate ship, smiling to each other whilst they painted the boat with water. Children are settled and clearly familiar with routines. We saw younger children enter the room for snack time, choose the table they wish to sit at and sing familiar songs together whilst waiting for their friends to join them.

Interactions between children and the staff are consistently good. Children's feelings and needs are acknowledged and valued. We heard a child enthusiastically talk about their upcoming visit to their new school, to which staff replied by asking questions and showing genuine interest in their news. Children co-operate well for their age. For example, they share the resources when playing in the water tray and take turns using different wheeled toys when playing outside.

Children are engaged in their play and learning. They enjoy a range of interesting opportunities indoors and outdoors. We heard lots of laughter when children were blowing bubbles outside with their friends as staff modelled how to blow gently so the bubbles didn't pop. Children are self-motivated to initiate their own play and concentrate for lengthening periods. We saw older children making predictions about what would happen when two paint colours were mixed together, whilst other children enjoyed rolling out play dough to make pancakes. Children follow directions from staff members; for example, children listen well when told how to use scissors safely.

Children have good opportunities to develop independence. During snack time, children give out the bowls and cups to their friends and older children pour their own milk or water. They confidently ask for more snack if they wish and help tidy up at the end of the sessions. Children are supervised when using the toilet and access the sink with little support to wash their hands and place the paper towels in the bin independently.

Care and Development**Good**

Staff implement policies and promote physical activities, personal safety and well-being effectively. They identify risk and are proactive and effective when managing this. Staff have a thorough understanding of their role in protecting children and answered safeguarding questions confidently. Staff have completed all mandatory training, including paediatric first aid and food hygiene. They record accidents and incidents accurately and share them for parents / carers to countersign via a digital app. Routines are in place to ensure children can be accounted for and know what to do in an emergency. At the time of the inspection, regular fire drills were practised and recorded, however staff did not record how long the fire drill took or which staff or children were present. People in charge updated this during the inspection process.

Staff have effective procedures in place to promote a healthy lifestyle. Cleaning routines including regular hand washing and table wiping. Staff follow efficient routines to make sure children have regular access to the outside area so they can be active and get fresh air. They provide nutritious snacks and staff ensure children's dietary requirements are known and catered for. Staff ensure children have access to quiet areas that cater for individual sleep patterns and sleeping children are checked frequently. The setting is responsive to parental requests regarding sleep and keep written records detailing this. However, the sleep policy does not fully reflect this process.

Staff implement positive behaviour strategies set out in the setting's behaviour management policy. They praise children for their efforts and accomplishments to promote their confidence and self-esteem, "*Well done for waiting so patiently.*" Staff encourage good manners and remind children to say "*Thank you / Diolch.*" They understand the children's preferences and are sensitive to the needs of each child. We saw staff give personal feedback to parents /carers about children at the end of the day and parents / carers commented how they feel staff know their children very well. They collect detailed information about the children before they start which ensures the individual needs of each child are met.

Staff are committed to providing a good range of play and learning activities with an appropriate balance of child and adult-led opportunities. They play alongside children and look for opportunities to extend their learning. Staff have embraced the Curriculum for Wales in their new planning. They have large 'floor books' in each room which capture children's voice and outlines areas the children find interesting. This ensures children are at the heart of the planning process. Staff are committed to promoting the Welsh language and use incidental Welsh frequently with the children.

Environment

Good

People who run the setting have good systems in place to ensure the environment is suitably safe, secure and generally well maintained. They accurately register when children attend and keep a log of visitors and most staff. At the start of the inspection, we observed some senior management members not recording when they are present at the nursery.

This was rectified during the inspection process and before we completed the inspection all members of staff began accurately recording the days and times they are on site. Risk assessments are in place to ensure most unnecessary risks to children are eliminated as far as possible. Some unfinished pipe work in the ground level toilets is not included in the risk assessments. People who run the setting inform us this has now been removed. The environment is decorated in neutral tones which creates a calm, welcoming space to play, learn and relax in. Consistent cleaning routines result in a clean and pleasant indoor environment.

People who run the setting ensure the environment has good indoor play space for children to move freely. Staff understand the importance of outdoor play to promote children's development. They ensure the outdoor area is used as often as possible and is an extension to the learning environment. The outdoor area is safe and secure and offers a range of good play opportunities and equipment to develop physical skills as well as having a cushioned, shaded area for children to relax in. We saw children use a variety of ride along toys and explore the sand and water areas where they developed their coordination and learned to share alongside their friends.

People who run the setting provide stimulating resources for all ages and stages of growth, which contribute to the children's all-round development. Children can access toys and resources easily, as they are stored at low level or within their reach. Staff display photographs of children and their families which promotes a sense of belonging and celebrates the world around us. People who run the setting are committed to providing interesting resources, including books, jigsaws and dolls to promote children's curiosity about the wider society, celebrating equality and cultural awareness.

Leadership and Management

Adequate

The people who run the setting have a clear vision for the nursery and work closely with staff to create a very positive ethos in the setting. There is a clear statement of purpose which provides parents with the relevant information about the setting, so they can make an informed choice. Some policies and procedures require updating to ensure they reflect current legislative requirements. For example, the behaviour and lost and missing child policies do not detail the required time scales to be followed when informing Care Inspectorate Wales (CIW). People who run the setting have notified CIW of staff changes however they have not notified us of a significant event at the setting. The people who run

the setting were unable to provide evidence of having a full disciplinary policy in place. Whilst reference is made to disciplinary procedures in the staff handbook, this is a regulatory requirement. This is an area for improvement, and we expect the people who run the setting to take action.

The people who run the setting have suitable self-evaluation procedures in place. They ask for regular feedback from parents / carers and use this to improve their service. For example, feedback from parents regarding staffing was used to ensure key workers for children are now clearly displayed within the digital app used. There is a commitment to hold regular team meetings which provide a balance between sharing information with staff and identifying ways to continuously improve the nursery. People who run the setting work closely with outside agencies and take on board advice and guidance given to improve their setting.

People who run the setting follow suitable recruitment procedures. We saw evidence that relevant documentation has been obtained and / or viewed by people who run the setting. At the start of the inspection, we observed the management structure was unclear and not all senior roles were identified. People who run the setting took immediate action to address these issues. New staff undertake a suitable induction process which outlines policies, procedures and responsibilities in line with the nursery values. Staff are suitably qualified and regular supervisions are carried out. During the inspection, people who run the setting were unable to provide evidence that all staff had job descriptions. Staff we spoke to were very complimentary about the people who run the setting and shared how they feel supported in their roles.

Staff have excellent relationships with parents and keep them well informed, building good communication links with them. Parents we spoke with were highly complimentary about the setting and the “*personalised care*” the staff provide to their children. They told us staff are helpful and professional and how they feel the people who run the setting are “*approachable, thoughtful*” and “*extremely responsive*”.

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. 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
29	The provider must ensure a staff disciplinary policy is in place.	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 13 (Day Care) - Suitable Person	Ensure all staff have job descriptions that outline their roles and responsibilities
Standard 24 - Safety	Ensure all areas of the setting are risk assessed and risks mitigated where possible
Standard 24 - Safety	Strengthen the sleep policy to reflect practice and guidance

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)
Review policies to ensure they include all required information

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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