



# Childcare Inspection Report on

**Gower Day Nursery**

**Unit 2, Station Road  
Penclawdd  
Swansea  
SA4 3XN**



**Date Inspection Completed**

14/01/2020

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<b>Ratings</b>	<b>What the ratings mean</b>
<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

## Description of the service

Gower Day Nursery is registered with Care Inspectorate Wales (CIW) to provide day care in Penclawdd for 37 children. It is run by Gower Day Nursery Ltd. and caters for children up to the age of 12 years. Catherine Williams is the responsible individual. The persons in charge are Catherine Williams and Rachel Rees. The service is open between the hours of 7.15am and 6pm, Monday to Friday. The service operates from a detached building in the Penclawdd area of Swansea. English is the main language of the service with Welsh being used during focused activities and singing sessions.

## Summary

Theme	Rating
<a href="#">Well-being</a>	Good
<a href="#">Care and Development</a>	Good
<a href="#">Environment</a>	Good
<a href="#">Leadership and Management</a>	Good

### 1. Overall assessment

Children who attend Gower Day Nursery are happy, develop strong bonds with others and enjoy their play and learning. Their well-being is good. Staff are warm, competent and capably meet children's needs although we have made some recommendations. The environment is good as children are cared for in a safe, clean and well-resourced nursery although the continuous provision needs to be developed. The service is well-run; leaders have developed good systems and procedures to ensure that it runs smoothly.

### 2. Improvements

The new responsible individual has further developed the supervision and appraisal system.

The company directors have developed the marketing side of the business.

### 3. Requirements and recommendations

We made recommendations to the service in respect of care and development, environment and leadership and management. The recommendations are detailed at the back of the report.

# 1. Well-being

Good

## Summary

Children co-operate well together. Children express themselves well and their needs are met. Children interact confidently with their peers and staff. They communicate their needs knowing that their voices will be heard and responded to. Children are happy at the service and enjoy a range of activities.

## Our findings

Children have a good voice at this service. Children were able to decide whether they wanted to have a board for themselves or to share one with a partner as they played a shopping game. One child did not want to participate in the shopping list activity and was able to pursue a different activity independently.

Children are confident communicators as their wants, moods and needs are considered. Children decide which songs they want to sing. For example, one child asked if they could sing 'Mi Welais Jac y Do' and they all sang with gusto.

Children are able to confidently ask for more food at mealtimes and their voices are heard. For example, when children asked for more food having finished their first serving, their requests were responded to effectively. Young, non-verbal children express themselves effectively and their voices are also heard. For example, one young child confidently pointed at a spoon at mealtime and received the spoon immediately.

Children are active and express enthusiasm and enjoyment. They have a sense of belonging, forming relationships and are familiar with routines. For example, most children who join the service after being at school in the morning know to put their coats and bag in the foyer and move over to the preschool area. Children enjoy playing in the home corner and two children enjoyed shopping for food items such as fruit and vegetables, laughing excitedly as they put the items in the baskets and carry the baskets around the 'shop'. Children experience a variety of age/developmentally appropriate opportunities that promote their all-round development and enable them to follow their own interests. A good example was a young child deciding to sing impromptu whilst playing and singing the alphabet from beginning to end without any help. She also responded well to praise given.

Interactions between most children and adults are good and children co-operate well and are actively interested and engaged. Children converse well with each other during snack and play. For example, two children enjoyed sharing a cup of tea whilst cooking food on the BBQ and politely thanked each other without being prompted. Children are well-behaved and mostly polite and use good manners. Children have fostered good bonds with staff and they evidently feel comfortable in their company. One child decided that she wanted to be a hairdresser and asked a member of staff if she could pull her bobble out. She then brushed the staff member's hair and also used tongs.

Children have some opportunities to develop their independence skills especially during focused tasks. This enables them to do some things for themselves successfully and to problem solve, develop creatively, experiment and be imaginative. However, there is a lack of opportunities during mealtimes.

Children are supported to think critically, using resources set up and staff led sessions such as sequencing, comparing, contrasting and problem solving. On occasions, children experience simple open questions, which extends their thinking. For example, whilst playing in the ball pool, very young children were asked to find particular coloured balls and successfully did so, responding well to praise.

## **Summary**

Staff are nurturing and develop warm relationships with the children and manage behaviour in a positive way. In the main, staff follow policies and procedures to keep children safe and healthy. Staff provide opportunities for children to take part in interesting and fun activities and some staff effectively extend children's learning using appropriate methodology.

## **Our findings**

Safeguarding is prioritised and practitioners understand their responsibilities to protect children. All staff have regular training and records were available in the staff files sampled. There is a child protection and prevent policy in place. However, the child protection policy needs to be updated.

The responsible individual ensures that staff conduct regular fire drills and complete accident records appropriately. Medication forms are completed and during the inspection the responsible individual amended the form to ensure further clarity. Staff are aware of the law relating to car seats and parents had signed consents for children transported during school runs.

Staff understand and implement policies and procedures to promote healthy lifestyles, physical activities, personal safety and well-being. Most practitioners implement appropriate cleaning and hygiene practices. There was a comprehensive nappy changing policy and procedure. However, on a minority of occasions some staff do not always diligently follow the written procedures during nappy changing and cleaning of tables. We observed staff encouraging children to learn about good personal hygiene and practice through their daily routine. In the main, staff reminded children to wash their hands before snack and lunchtime and after toileting.

Staff promote healthy lifestyles. Staff have been trained for a recognised tooth brushing programme and ensure that children brush their teeth daily whilst at the service. Leaders have implemented a healthy menu and they have also been awarded a national gold award for their healthy snacks. Children have a variety of snacks and their wishes are taken into account. For example, one child was offered rice cake as an alternative to grapes and melon and another was offered crackers as alternative to pasta. Children's needs are attended to and there are suitable procedures in place for children with allergies.

Staff provide parents with daily diaries noting daily events such as what the child has eaten, nappy changes and activities. In a minority of occasions, the recording is not as accurate as it could be and sometimes messages are not clearly provided to parents. The responsible individual told us during feedback that they had implemented a new system since the inspection.

Staff are warm and nurturing. They have fostered good bonds between themselves and the children and their interactions demonstrates this. Nearly all staff are consistently responsive, they listen and respect children's views. The interactions are positive demonstrating warmth and kindness. Some staff effectively extend children's learning and understanding through the use of sustained shared thinking and open ended questions.

### 3. Environment

Good

#### Summary

Leaders are largely effective in ensuring the environment, its resources and equipment are safe, secure and in good condition. However, risk assessments need to be more robust. Children benefit from a good range of toys, resources and equipment. However, the continuous provision would benefit from some improvement in order to enhance children's learning.

#### Our findings

Leaders ensure that children are cared for in a safe and stimulating environment and that the premises are safe, clean and well organised in the main. The entrance to the nursery is locked at all times and staff answer the door to any parents or visitors. All visitors sign the visitors' book. There is a closed circuit TV camera system in operation.

Leaders provide good quality toys. The babies benefit from a soft play area and young children confidently use the area to develop gross motor skills. The indoor and outdoor areas are very welcoming, clean and provide a suitable environment for play and learning. Despite the space limitations in the over 2s area, leaders generally make appropriate use of the space available to meet children's needs. For example, staff bring resources out such as the sand tray and place them within children's reach in order to promote children's numeracy and literacy skills. However, the continuous provision is under-developed.

In the main, leaders ensure that there are good quality resources and equipment available to the children and staff.

Policies and procedures promote safe practices and in the main, records show that these are followed by the staff. Basic risk assessments were in place for most areas of the nursery. However, these were not very detailed and not always effective. Playdough, for example, had been placed in the wrong place and subsequently had started to deteriorate. The cupboard in the preschool area was overloaded and not able to close properly.

Leaders and staff ensure that the environment is bright and welcoming and have produced lovely art displays. However, during the inspection, children's work was not on display consistently throughout the nursery. During the inspection, staff placed new labels with pictures on storage boxes as the old ones had either fallen off or were old.

The outdoor area was very child friendly, which was an integral part of the learning and play environment. Staff provide opportunities for children to be involved in balancing, climbing, riding bikes, role play, construction play and exploration.

## 4. Leadership and Management

Good

### Summary

The responsible individual is organised and has a definite vision for the service that she shares with others. The standard of record keeping is high. However, some improvements are needed. The responsible individual is committed to developing the service and strive to meet and maintain the regulations and national minimum standards. Leadership is strong and the management of the business is effective.

### Our findings

The responsible individual is very proactive and visible. She has a vision for the service that is shared effectively with staff members. Staffing ratios are adhered to and staff sign in and out of the premises. The responsible individual ensures that all day-to-day paperwork is organised and has very effective systems in place in order to monitor and update all relevant insurances, maintenance checks, DBS checks and mandatory training.

The responsible individual ensures that the statement of purpose is up-to-date reflects the service provided.

Leaders have a basic understanding of their responsibilities to promote the Welsh language. Two members of staff are fluent Welsh speakers. Children have opportunities to sing in Welsh and English, staff include Welsh vocabulary in the planning and there are some bilingual displays. Children's contracts are in place before children start at the service. However, they do not gather information about a child's first language or language preference.

The responsible individual holds regular one to one staff supervision and annual appraisals. and discusses their performance and continuing professional development needs. The responsible individual regularly considers how to improve the service, seeks feedback from parents and writes an annual quality of care report. In the main, the responsible individual notifies CIW of any significant events.

Leaders form good relationships with a variety of partners including parents, health visitors and local schools. They provide reports to parents twice a year on their children's time at the nursery. They work well together for the benefit of the children. Leaders also arrange activities to raise money for numerous local and national charities and as a result the service has raised large sums of money. However, on a day to day basis most staff communicate well with parents. For example, one parent was unaware that her child had been to the next room for a settling in session the previous day.

The parents who returned questionnaires were very complimentary of the service.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

We made the following recommendations:

- Provide more opportunities at mealtimes for children to develop their independence skills;
- ensure consistent hygiene procedures at all times;
- update the child protection policy;
- display more children's work regularly in order to celebrate their achievements;
- ensure that the risk assessments are wholly effective;
- clearly communicate with parents during handover;
- develop the continuous provision and
- ensure better arrangements at mealtimes in order to ensure that children's food intake is accurately recorded in their daily diaries.

## 6. How we undertook this inspection

One inspector undertook this inspection on 14 January 2020 as part of the scheduled programme of inspections. We found that leaders and staff ensure that children are well supervised and the environment is safe. However, we have made some recommendations.

As part of the inspection we:

- considered information held, or received, by CIW;
- performed a visual inspection of the premises both inside and outside;
- made general observations of the interactions between staff and children attending the service that day;
- undertook observations using the SOFI 2 tool;
- spoke to leaders, including the responsible individual, and staff;
- spoke to children attending the service that day;
- provided questionnaires for parents and staff to complete if they wished;
- viewed records kept by the service; and
- gave feedback over the phone on 16 January 2020.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Catherine Williams
Person in charge	Rachel Rees Catherine Williams
Registered maximum number of places	37
Age range of children	0-8 years old
Opening hours	7.15am-6pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	23 May 2018
Dates of this inspection visit(s)	14 January 2020
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people/children who use, or intend to use their service. However, leaders ensure that some Welsh is used during the day. We recommend that the service provider considers Welsh Government's More ' <i>Than Just Words follow on strategic guidance for Welsh language in social care</i> '.
Additional Information:	

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