



Inspection Report

Here We Grow

**The College Merthyr Tydfil
Ynysfach
Merthyr Tydfil
CF48 1AR**



Date Inspection Completed

21/08/2023

About Here We Grow

| | |
|---|---|
| Type of care provided | Children's Day Care Full Day Care |
| Registered Provider | Merthyr Tydfil College Limited |
| Registered places | 72 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | 10 May 2018 |
| 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. |

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| | |
|--|-----------------|
| <u>Well-being</u> | Good |
| <u>Care and Development</u> | Adequate |
| <u>Environment</u> | Adequate |
| <u>Leadership and Management</u> | Adequate |

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

Summary

All children are happy, relaxed and enjoy their time at the setting. Children are confident to express their ideas and opinions and nearly all children can make decisions about how they spend their time. They are developing positive relationships with each other and staff. Children are beginning to develop their independence skills.

Staff are kind, caring and offer reassurance to children when needed. They engage very well with children, providing them with good play opportunities to encourage their curiosity and extend their learning. Improvements are required to ensure relevant information is captured consistently.

The environment is safe, clean, and secure. There are adequate risk assessments in place, however, improvements are required to ensure they are robust and actioned. Staff carry out most required safety checks and procedures in a timely manner. There is a suitable range of toys and resources to encourage children to play and learn, both indoors and outdoors. The environment provides children with suitable opportunities to make independent choices in their play and develop their self-help skills.

The people who run the setting are committed to running a quality provision. Suitable recruitment procedures are followed. Staff are suitably qualified and attend additional training to improve their skills. Staff are happy at the setting and feel supported in their roles. Relationships with parents are good.

Well-being

Good

Nearly all children have good opportunities to make choices and decisions about how they spend their time. There are a variety of toys and activities freely available to them. All children express themselves confidently, as they know their wants, needs and moods will be listened to. We saw children confidently and competently move resources around the room, choosing where they feel most comfortable playing. For example, a child moved a bowl of sand from the sand tray, visiting other areas of the playroom. They then settled next to other children who were sat playing a game of counting teddies and shared some of their sand to feed the teddies.

All children are very happy at the setting, they feel valued and have a strong sense of belonging. They clearly enjoy being in the company of other children, forming warm and affectionate friendships and developing secure relationships with staff. For example, children happily initiate sitting on staff members' laps during the rhyme time session. Children know the daily routines well, which helps them feel settled and confident in their surroundings. They receive lots of encouragement and praise from staff for their efforts, giving them the confidence to play and learn.

All children are relaxed and enjoy their time at the setting. They enjoy one another's company, form friendships, and show interest in what each other is doing. Children are learning to share toys and resources. For example, a younger child watched from afar as another child was playing with a toy. The child noticed and invited them to sit and share the toy.

All children enjoy their play and learning. They are enthusiastic and fully involved in the activities. They benefit from a variety of play opportunities to develop, learn and use their imagination to meet their developmental needs. Children are motivated to follow their own interests and sustain their play for periods suitable to their age and stage of development. We saw a child enthusiastically collecting various resources from around the room. They proceeded to place the items on the carpet, admiring their collection of objects.

All children are beginning to develop their independence skills, enabling them to do things for themselves. Many children access the toilet and wash their hands competently, while other children are offered support when needed. At mealtimes younger children competently feed themselves and older children are encouraged to clear away their plate when they have finished. This promotes children's self-help skills and building their self-esteem. However, children's independence skills could be developed further, especially at mealtimes.

Care and Development

Adequate

Overall, staff have an appropriate understanding of their roles and responsibilities to keep children safe and healthy. The setting has a suitable range of policies and procedures

which guide staff and outline expectations. Staff understand their duty to report and record concerns and are confident in their responsibilities to implement the setting's safeguarding procedures. There are procedures in place to accurately record staff and children's time of arrival and departure.

Staff implement some procedures to support children when administering medication, along with recording, maintaining, and reviewing accident and incident records. However, not all the relevant information required is captured consistently. This could impact upon the care of children if records are not being accurately recorded. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

The setting offers a range of healthy and well-balanced meals and snacks which are freshly prepared. Children have access to fresh drinking water to stay hydrated. There are suitable procedures in place for managing food allergies, intolerances, and preferences. Staff mostly follow good hygiene practices in line with infection control guidance. For example, they wipe tables before children sit down to eat and children wash their hands before eating, embedding good hygiene routines. However, we saw a few practices which are not in line with infection control guidance or the nursery's policies and procedures. For example, a staff member did not follow the setting's policy when changing children's nappies, as aprons and gloves were not renewed in between changing individual children. This increases the risk of cross-infection. Children are encouraged to rest during the day and have appropriate areas to do so. However, younger children's sleeping arrangements do not follow current guidance as some children are placed to sleep in baby bouncers, which do not offer a firm or flat surface.

All staff interact very well with the children and build positive relationships with them. They are warm, kind, patient and offer reassurance when needed. All staff understand the behaviour management policy. They implement a positive approach to guide children towards expected behaviour. For example, when we saw a child try to climb into the play sink, a staff member responded quickly and gently to re-direct the child to another activity. We heard all staff frequently praise and reinforce positive behaviour.

Staff know the children well. They carry out observations of the children and use a speech and language toolkit which supports them to track children's development. This informs staff to plan opportunities to support the child's developmental next steps and ensure they are meeting the child's individual needs. The setting is taking steps to embed the principles of the Curriculum for Wales. Some staff promote the Welsh language, through introducing counting and colours during some activities.

Environment

Adequate

Overall, the setting is safe and secure. It is clean and suitably maintained. The people who run the setting ensure there are procedures in place to maintain the safety of the environment. However, not all fire safety equipment checks are carried out within the

required timescales. For example, fire extinguisher checks had not been carried out on an annual basis. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. There are adequate risk assessments in place which include the environment and activities. However, some of these are not robust as they do not include all potential hazards, and the necessary steps identified are not always actioned to eliminate risks. During the inspection we found a few emerging risks. The people who run the setting acted immediately. For example, fairy lights displayed were not suitably secured and could pose a potential hazard. The gates in the garden have a multi lock system, however, one of the elements were faulty. This poses a potential risk of children leaving the garden or unwanted visitors entering. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

The setting environment offers good facilities to care for children. All rooms are equipped with high quality and suitably sized furniture for the age of the children. The layout of the environment helps children to move around freely and for older children's self-help skills to be promoted by accessing toilet facilities, with minimal support from staff. Children of all ages eat their meals and snacks together in a central area of the setting. Low-level highchairs assist young children to sit alongside older children, enabling them to fully experience the social benefits of mealtimes.

The garden spaces have been developed with children in mind, offering a suitable range of experiences. Items such as a mud kitchen and tubes for children to post items down, support creativity and imaginative play. There is sufficient space for larger equipment to promote physical play. For example, a climbing frame and stepping stones were available. Large retractable canopies provide sunshade during the warmer weather. A tall fence around the parameters of the outside space offers security and privacy for children when they play. Access to the garden is directly off each playroom, offering independent access to the outside space.

The setting has a suitable range of toys and resources which are of good quality. Some real-life items are used to enhance a few areas of the environment and children's play experiences. For example, in the older children's home corner there are items such as toasters, weighing scales, pots and pans. This mirrors real life experiences and promotes curiosity for children. Resources are organised and displayed attractively on low level shelving units, so they are easily accessible and inviting to children.

Leadership and Management

Adequate

The people who run the setting are committed to providing a quality service and respond positively to recommendations for improvement. They work closely with the nursery staff, creating a 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. There is a suitable range of policies, procedures, and documentation to support the smooth running of the setting. However, a few staff did not follow them

consistently. A small number of the policies and procedures require updating to ensure they reflect current practice. For example, the lost child procedure does not include sufficient details to ensure staff know what to do should a child become lost when outside of the setting. Documents such as children's contracts are signed and exchanged with parents prior to the children starting at the setting.

The people who run the setting have appropriate self-evaluation procedures in place. They conduct an annual review of the service they provide, consulting with parents, staff, children, and professionals. They reflect on the previous year. As part of the process, they produce a report, identifying areas for improvement. There is a commitment to holding team meetings which provide a balance between sharing information with staff, along with seeking their views to jointly identify and address areas for improvements.

The people who run the setting follow suitable recruitment procedures. Staff are suitably qualified and have completed the required mandatory training. Some additional training is also undertaken in partnership with the Flying Start team. New staff undertake a suitable induction process which outlines their roles and responsibilities. The people who run the setting carry out regular individual and group supervisions with staff. However, the person in charge does not receive timely appraisals or purposeful supervisions. Staff we spoke to were very complimentary about the people who run the setting and shared how they feel supported in their roles. They feel proud to work at the setting.

Staff have good relationships with parents. They keep them informed, and work well together to plan for children's individual needs, promoting positive outcomes for children. Parents we spoke with were highly complimentary about the setting. They told us the people who run the setting along with the staff were very approachable and supportive. They keep them well informed about their child's experiences at the setting.

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 |
|------------|---------|--------|
|------------|---------|--------|

| | | |
|----|--|-----|
| 30 | The responsible individual must ensure all records are accurate and information is appropriately recorded. Medication and accident records must include the relevant detail and permissions. | New |
| 38 | The responsible individual must ensure measures are taken for the regular maintenance of fire extinguishers. They must ensure all fire prevention equipment conforms to fire safety standards to assure the safety of children, staff and others on the premises in the event of a fire. | New |
| 25 | The responsible individual must ensure all reasonable measures have been taken to mitigate potential risks within the environment to safeguard children at the setting. | 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 the person in charge receives timely appraisals and purposeful supervisions. |

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) |
| Promote children's independence skills at mealtimes. |
| Review sleeping procedures for younger children to ensure they are in line with current practice. |
| Review policies and procedures to include all the required information and ensure staff follow them consistently. |

| 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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