



## Inspection Report

**Cubs Corner Pre School Nursery**

**Cubs Corner Pre School Nursery  
Snowdrop Lane  
Haverfordwest  
SA61 1JB**



**Date Inspection Completed**

25/08/2023

## About Cubs Corner Pre School Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Patsy Thompson Lauren Mathias
Registered places	75
Language of the service	English
Previous Care Inspectorate Wales inspection	25 July 2019
Is this a Flying Start service?	This service provides Flying Start places.
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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You must reproduce our material accurately and not use it in a misleading context.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Adequate</b>

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

### **Summary**

Children are happy, busy, and active. They have positive bonds with the staff who care for them, and they are valued. Children have good opportunities to develop their individual skills and they enjoy their play.

Staff are enthusiastic and motivated, and they care for children with genuine warmth. They use positive behaviour strategies confidently. As a staff team, they have the knowledge and understanding necessary to keep children safe and healthy.

Leaders have made considerable improvements to the environment. They provide an environment that meets the needs of children effectively. They provide ample space for children to move around confidently, and they provide a good range of resources suited to children's developmental needs and interests. They monitor the environment to ensure it remains safe and secure.

Most areas of leadership and management are developing well. Leaders manage staff and resources effectively and they have suitable processes in place to continually improve the service. They communicate effectively with parents and other partners to meet children's needs. However, we have identified an area for improvement in leadership and management.

## Well-being

Good

Children have a strong voice at the setting. Their ideas and interests feed into the activity planning. Children can be confident their needs will be met. For example, older children get themselves extra snacks if they want them. A younger child who gets their top wet at snack time is supported to change promptly.

Children feel very safe and valued. They are confident and relaxed in the setting. They are happy to show visitors around and talk about their experiences at the setting. Children of all ages seek support and reassurance from staff when they need it. A child tells us they could talk to “*anyone*” at the setting if they were not happy about something.

Children form positive bonds with others. They form friendships and play together well, with sensitive support from staff where it is needed, in line with their stages of development. Children are learning to think about how they are feeling and think about others’ feelings. For example, a child spontaneously says, “*I’m happy*” and another child explains to a member of staff why they are feeling sad.

Children are enthusiastic and interested in their play and learning. Older children are animated as they tell us about trips they have enjoyed during the holidays and activities they do, such as treasure hunts and discos. Children of all ages are busy and engaged with activities such as role play, building models and sensory play with pasta.

Children have good opportunities to develop a range of skills, including their independence. Toddlers help to give out cups and cutlery and do things for themselves, such as taking a jumper off and pouring a drink. Older children access their belongings and help themselves to drinks.

## Care and Development

Good

Overall, staff have a good knowledge of policies and procedures to keep children safe and healthy. They follow good hygiene practices by encouraging regular handwashing and following relevant guidance in relation to nappy changing. Staff understand their responsibilities to report any concerns in relation to children's safeguarding. All staff complete regular safeguarding training and leaders confirm they ensure there are always a sufficient number of staff working with the children who have current paediatric first aid training. Staff take appropriate action when there are accidents and when they administer medication to children. They complete regular fire drills with the children to ensure they practise safe evacuation. Staff support children's health well. They give children easy access to water, provide a varied diet, and encourage them to play outdoors regularly. They meet children's medical and dietary needs effectively.

Staff are enthusiastic, motivated, and good role models for children. They interact with each other, and children, with warmth and kindness, maintaining a calm and positive atmosphere. Staff follow effective behaviour management strategies and communicate with children at a suitable level for their stage of development. They explain gently and model skills such as sharing, taking turns and using appropriate social skills in a positive way. For example, a member of staff supported young children to play with beads, saying, "*Shall we play together? Which one shall I have? Which one would you like?*"

Staff are aware of children's individual development because they complete regular and meaningful observations. They plan well for the next steps in their play and learning. They identify and display these next steps to ensure they are familiar to all staff. All staff are involved in the activity planning and include children's ideas and preferences in this. Staff are motivated to learn and improve their skills for supporting children effectively, in line with the latest childcare developments. When staff attend training courses, they share their learning with colleagues. Staff confidently explain the thinking behind their observation and planning processes.

Staff use incidental Welsh with the children regularly. For example, they say "*amser tacluso*" (tidy-up time), "*diolch yn fawr*" (thank you) and "*da iawn*" (well done). They put the skills and knowledge of Welsh-speaking staff to good use and promote the language positively with the children.

## Environment

Good

Leaders ensure the environment is safe and secure. There is a secure system for entry into the setting, to ensure there is no unauthorised access. Leaders reduce risks to children by ensuring they arrange regular safety checks on the building and equipment. Following our visit, they updated the electrical safety checks on the building. They complete risk assessments on all areas of the environment and for activities off-site such as school runs. They review these regularly. Some risks had not been identified in written risk assessments although, in practice, there were measures in place to reduce these risks. For example, leaders confirm staff always carry first aid kits in cars, but this was not identified in risk assessments. Leaders confirm they monitor accident records to assess whether they need to make any changes to improve children's safety.

Leaders provide an interesting and stimulating environment. They have made significant changes to the environment since the last Care Inspectorate Wales (CIW) inspection, which benefit children. They have renovated a large area of the building to provide an additional space for older children. This is well planned to meet a range of interests and needs and is an inviting space, decorated with bold murals. Children show pride in this new environment and are excited to show us around. During our inspection visit, a child said "*Look at this place. It's lovely!*" The environment for younger children has also improved. The environment is now more open and is well-designed to allow children to move between learning areas confidently. Children can access the toilets independently. At the time of our visit, a urinal was temporarily out of use for safety reasons. Although it was back in use soon after our visit, children and staff told us that this was not used regularly, as originally planned, due to the boys' individual preferences. The urinal is too high for most children to use without the use of a step, making it less appealing. Leaders provide a new large outdoor area which they are developing to provide further learning opportunities to children.

Leaders provide a good variety of resources, suitable for the range of children attending. For example, babies have access to toys which support their developing crawling and toddling skills and toddlers have access to a range of mark-making, role-play and counting resources. Leaders monitor the use of the environment and resources. As a result, they are further developing the use of natural and real-life resources in the indoor environment. Resources we saw during our visit were clean and in good condition.

## Leadership and Management

Adequate

Leaders have a strong vision for the service which they share with others. They share relevant information with parents in the statement of purpose. We checked a sample of policies and found that most of these are suitable and meet regulations. However, the medication policy is not entirely clear as it contains some contradictory information. The safeguarding policy contains relevant information, in line with regulations, but we found that leaders had not always implemented this adequately. This is an area for improvement, and we expect the provider to take action.

Leaders follow safe recruitment processes. They support staff well in their roles by conducting regular appraisal and supervision meetings. They encourage staff to attend relevant training and share their learning with each other. Staff we spoke with feel well supported by their colleagues and leaders. Leaders ensure they always have the relevant number of staff on duty. However, during our visit, in one of the childcare rooms, when staff left the room for periods to change children's nappies, there were too few staff with the remaining children. Leaders took action to address this when we brought it to their attention. Record-keeping at the setting has improved. We checked a sample of children's records and found that relevant information is recorded.

There are suitable arrangements in place for reviewing the quality of care provided. Leaders have addressed the areas for improvement identified at the previous CIW inspection. They also act on recommendations made by CIW and other professional bodies. They are focused on continual improvement and have made considerable improvements to the environment of the setting. They have a basic action plan in place which they keep under regular review.

Partnerships with parents are effective. Leaders establish good communication with parents, for the benefit of the children. They communicate regularly with parents via a nursery app. Parents are very happy with the service provided. Leaders also work closely with professionals in the local authority to ensure they meet children's individual needs, including additional needs.

### 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. 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
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22	The providers must always follow their safeguarding policy.	New
30	Medication records were not fully completed.	Achieved
28	Full documentation and information in relation to suitability checks was not available.	Achieved

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 15 - Staffing ratios	Monitor staffing ratios, in practice, in the childcare rooms, to ensure there are always the adequate number of staff caring for the children.
Standard 11 - Medication	Update the medication policy to ensure it is clear and consistent.
Standard 24 - Safety	Expand written risk assessments.
Standard 22 - Environment	Ensure there is always a sufficient number of toilets available which are suitable for children's independent use.

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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