



Inspection Report

The Mount Day Nursery

**Mount Road
St Asaph
LL17 0DH**



Date Inspection Completed

19/02/2024

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About The Mount Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	The Mount Day Nursery Ltd
Registered places	50
Language of the service	English
Previous Care Inspectorate Wales inspection	14 August 2019
Is this a Flying Start service?	No
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>	Adequate
<u>Leadership and Management</u>	Good

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

Summary

Children are happy, settled and make choices about how to spend their time. They are confident and feel secure in the setting as they are cared for by staff they are familiar with and have formed positive relationships. Children enjoy the activities available to them and they concentrate well on tasks.

Staff understand their responsibilities about keeping children safe and healthy. They know the children well and speak with them in a warm and friendly manner. They manage interactions calmly and positively and plan a variety of stimulating play experiences for the children to help them develop good social skills.

People who run the setting ensure all the areas used by the children are safe and welcoming. However, risk assessments are not always reviewed regularly ensuring any potential hazards are monitored appropriately. Fire drills are not conducted at a suitable frequency to ensure staff and children are familiar with how to evacuate the premises quickly and safely in the event of an emergency. Toys and resources are of good quality and provide plenty of opportunities for the children to learn and develop their skills. The environment is well organised and aids children's independence. People who run the setting ensure children have suitable opportunities to learn about the world around them, but the opportunities for children to explore natural and recycled materials and real-life objects are more limited.

People who run the setting manage the service effectively. They ensure staff receive appropriate training to support children and their individual needs. They strive to consistently monitor the quality of the service and make improvements in response to feedback. People who run the setting generally ensure safe recruitment checks are in place in order to safeguard children. However, they need to ensure two references are sought for staff prior to their employment.

Well-being

Good

Children are happy and settled at the setting. They make decisions about how they spend their time and move freely around the available activities to follow their own interests. Children are confident to express their wants and needs and know staff will respect their wishes. For example, they are confident to say which foods they like and don't like at lunch time and chat to them about their day while they eat. Children are also eager to point out and chat to staff about things that interest them throughout the day and know staff will respond with enthusiasm.

Children have a sense of security as they are familiar with the daily routines and are cared for by staff with whom they have formed warm relationships. They are confident and secure in their surroundings and feel comfortable asking staff for reassurance or comfort when needed. For example, younger children approach staff and indicate they want a cuddle when they are unsure about new people or situations. Older children confidently ask staff to play with them or read them stories, knowing staff will respond positively.

Children are eager to involve their friends and staff in their play. For example, when playing in the role play area, children were eager to involve staff by handing them food and cups and stating what they had made them to eat or drink. Children are enthusiastic to share their achievements, knowing they will be valued and celebrated by staff. For example, children were excited to show a staff member the picture they had drawn and smiled when they received praise for their efforts.

Children are making friends and chat together at lunch time and during play, sharing lots of smiles and laughter as they do so. They play happily together, sharing toys, taking turns, and working together to complete tasks well. For example, when working together to create houses while playing with the building blocks, they instructed each other where to place the blocks and chatted and sang together as they did so. Children enjoy their play and concentrate well on tasks. For example, they had fun and showed good concentration skills when creating patterns with the magnetic boards and pens, smiling proudly when they showed off the shapes they had created.

Children have plenty of opportunities to develop their independence skills by completing tasks for themselves. For example, younger children are learning to feed themselves and all children are becoming more independent when wiping their noses, clearing their plates after lunch, and washing their hands.

Care and Development

Good

Staff understand and follow the setting's procedures effectively to keep children safe and healthy. They know and understand the correct procedures to follow if they have any concerns about a child and have completed training on safeguarding children. An appropriate number of care staff have completed paediatric first aid training. Any accidents and incidents that do occur are well recorded and these records are signed by parents. People who run the setting ensure the appropriate staffing levels are met in order to safely supervise children.

Staff promote healthy eating and hydration. They ensure children have access to their drink bottles throughout the day and provide healthy meals and snacks, such as fish with mashed potato and beans, fruit and crackers. They implement effective hygiene procedures, for instance, they ensure the tables are cleaned thoroughly with antibacterial spray between activities. They also ensure children wash their hands as and when required, thus reducing the risk of cross infection.

Staff have positive relationships with children; they speak with them in a kind and calm manner and provide comfort and reassurance when children need it. They deal with any minor disagreements or inappropriate behaviour positively. For example, by reminding and supporting children how to share and talk nicely when any minor disagreements occur. Staff use praise often throughout the day to encourage children to interact and behave positively.

Staff provide a variety of fun activities they know the children will enjoy. They know the children well and set out a selection of activities and learning opportunities for children to choose from independently. Staff take regular photographs and make observation notes during activities, and these are shared with parents via a dedicated secure app. This ensures parents receive regular information about their children's progress. Staff also complete daily diaries within the app so they can share details such as food, sleep, and toileting information with parents each day. Staff gather comprehensive information about children's individual care, personal and medical needs before they begin attending, helping them to plan effectively to meet individual needs and preferences.

Environment**Adequate**

People who run the setting have suitable procedures in place to ensure the premises are safe and that any potential hazards are managed appropriately. Comprehensive risk assessments are in place, which identify any potential hazards to children's safety and the steps taken to eliminate or minimise the risk to children. However, these risk assessments are not reviewed at least annually. Visual safety checks take place each day to ensure that all areas and resources are free from any potential hazards, but these are not recorded. Staff ensure that areas are cleaned and cleared regularly to minimise the risk of potential accidents. Fire drills are completed and recorded on a dedicated log. However, these are not practiced every 6 months in line with regulations. This has been noted as an area for improvement and people who run the setting should ensure this is addressed promptly.

People who run the setting ensure all play areas are comfortable and welcoming with plenty of space to allow children to move around freely. They ensure children have a sense of belonging by displaying photographs and samples of children's work on the notice boards throughout the setting. Playrooms are well organised, with a suitable range of toys and resources for children to choose from. For example, building blocks, craft materials, interactive electronic toys, dolls, and a play kitchen. However, the opportunities for children to explore natural, recycled, or real-life materials are limited.

People who run the setting ensure the outdoor areas offer children a sufficient range of interesting play opportunities suitable for all age groups. These help children develop their physical skills, such as, sand and water play areas, ride on toys and a slide. People who run the setting ensure all playrooms have suitable furniture and equipment to aid children's independence, such as low level sinks, toilet seats for younger children and low level tables and chairs. There is also a good range of toys and resources, which promote diversity and help children to learn about different cultures, such as books, jigsaws, dolls, and posters.

People who run the setting ensure they provide an appropriate range of toys and resources in each playroom. These are of good quality and are appropriate for the ages of children in each room. All toys and resources throughout the setting are stored at low level so children can access them independently. Staff ensure children's interest in the toys and activities is maintained by rotating the toys regularly. This also enables them to clean and check them regularly, ensuring that they are kept in good, clean condition.

Leadership and Management

Good

People who run the setting share a clear vision with staff and have a good range of policies and procedures in place, which contribute effectively to the smooth running of the setting. However, at the time of inspection these policies had not been reviewed since 2019. We received updated versions of the policies the day following inspection. People who run the setting ensure the statement of purpose provides a clear and accurate description of the service offered. This enables parents to make an informed decision about whether or not the setting meets theirs and their child's needs.

People who run the setting have robust arrangements for identifying strengths and areas for improvements. They regularly seek feedback verbally from parents as well as through sending feedback questionnaires to parents and staff. Feedback is also sought from children by talking to them and conducting daily observations. People who run the setting then create a report in response to the feedback received, identifying any improvements made to date and those planned for the future.

People who run the setting ensure that staff have regular training and support to fulfil their roles effectively and enable them to support children's individual needs. Staff files did contain most of the required information, demonstrating that safe recruitment checks are in place. However, some staff files inspected did not have two references. This has been identified as an area for improvement and people who run the setting should address this promptly. Staff told us that they can go to the person in charge at any time to discuss any problems or training needs. Records of supervision meetings and annual evaluations are kept in the staff's individual files. People who run the setting ensure they continually meet the required numbers of suitably qualified staff to care for children safely.

People who run the setting share information with parents effectively. They keep evidence on file of the information collated from the parents about their children's specific needs, as well as their likes and dislikes. They regularly send parents photographs via an online application and information is shared about children's time at the setting. People who run the setting work closely with parents and external agencies when planning to meet children's individual needs. They ensure staff have training to deal with specific medical conditions and liaise with medical teams to ensure they can meet children's needs effectively.

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
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38	The provider does not ensure fire drills are practised regularly at least every 6 months.	New
28	The responsible individual does not ensure that two references are kept on staff files.	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 24 - Safety	Risk assessments for the premises should be reviewed at least annually.

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)
Provide children with more opportunities to explore real, natural and recycled materials in order to aid their knowledge and understanding of the world.
Ensure all the setting's policies are reviewed at least annually.

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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Date Published 23/04/2024