



## Inspection Report

**Playbox Nursery (Bronwydd Avenue)**

**22 Bronwydd Avenue  
Cyncoed  
Cardiff  
CF23 5JP**



**Date Inspection Completed**

01/06/2023

## About Playbox Nursery (Bronwydd Avenue)

Type of care provided	Children's Day Care Full Day Care
Registered Person	David Miller Marie Miller
Registered places	40
Language of the service	English
Previous Care Inspectorate Wales inspection	30 August 2021
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	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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<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>Adequate</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Good</b>

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

## **Summary**

Children settle well and enjoy their time at the setting. Their opinions and interests are valued, and they can make choices. Children are enthusiastic about their play and learning. They interact well with their friends and form good relationships with staff. Children develop good independent skills during their time at the setting.

Staff have a good understanding of how to keep children safe and healthy. They are friendly and provide safe, nurturing care. Staff know children well and are responsive to their needs. Staff keep effective records of children's progress. They provide good support to children with additional learning needs.

The environment is mostly safe and secure; however improvements are needed to ensure that risks are as far as possible eliminated. The indoor environment is clean, warm, and welcoming and generally appropriate for use by children. The outdoor garden area provides a lovely space for older children to be physically active and to play and learn. However, it needs development to be able to give babies and younger children the opportunity to play and learn outdoors.

People who run the setting are well organised and ensure procedures are in place to support the setting to operate effectively. Staff consistently maintain daily records and paperwork is up to date. There is an established team of staff who work well together. They are enthusiastic and motivated, and well supported by the manager. They have developed positive partnerships with parents/carers and with the local authority.

Children make choices about how they spend their time at the setting. They choose freely from the resources and toys available to them and between free play or more structured activities. They move easily between the activities and areas within their base rooms. Children are confident to approach staff for a chat as well as to show them things, share toys and ask for help. They talk confidently to staff who listen to them and value what children say. For example, we saw children chatting happily to staff about what they were doing in the garden. Children's views and interests are considered when organising activities.

Children are happy, settled and cope well with separation from their parents. Children form good bonds of affection and feel secure with staff who are kind, gentle, warm and know them well. We saw babies and toddlers having reassuring cuddles when they needed and wanted them. Children at the setting are familiar with the routines in place, which they enjoy. This gives children a sense of safety and belonging. For example, we saw young children excitedly come to the dining area when they heard it was lunch time.

Children are developing friendships at the setting. They play happily alongside each other or together. For example, children share building blocks and sit calmly at the table at mealtimes. Children consistently interact well with their peers and staff. They co-operate and are actively interested and engaged in what they are doing. Children know what is expected of them and respect each other, resources, and toys.

Children are enthusiastic and interested in their play and learning, following their own interests. They concentrate and persevere with activities for an appropriate amount of time and are happily absorbed in play. For example, we saw babies excitedly engage with the 'tap tap box' activity and older children smiling and laughing together as they played a game they had invented in the garden.

Children have good opportunities to develop their independence skills. We saw children feeding themselves, serving themselves from large platters and pouring their own drinks at mealtimes. Children are supported to develop their independence when using the toilet and washing their hands.

Staff have a strong understanding of how to keep children safe and healthy. They are knowledgeable about the signs and symptoms of abuse and are aware of the setting's safeguarding procedures. They clearly understand their own responsibility to report any concerns. Staff check the rooms daily for emerging risks to children and remove any they identify. They record accidents, incidents and pre-existing injuries and share this information with parents. People who manage the service regularly review this information to monitor any patterns and trends. Staff complete medication records thoroughly. The cook makes a variety of healthy home-cooked meals. These are detailed in the healthy menu plan she and the manager have recently developed in line with Welsh Government food and nutrition guidance. Staff have a good understanding of children's allergies and medical conditions. The cook and staff consistently implement the systems they have developed to safely manage food allergies. Staff make sure drinks are freely available to children throughout the day. Registers to show staff and children's attendance are completed accurately. Monthly fire drill practices ensure staff and children are aware of how to leave the building safely. Staff promote health and hygiene effectively. They encourage children to wash their hands after playing outside and before food. Staff follow good hygiene procedures and wear disposable aprons and gloves when changing nappies and carrying out personal care.

Staff are consistently warm, patient and kind in their interactions with the children. They listen to and respect children's views. Staff know children well and are therefore, sensitive to individual children's needs. They have a good knowledge of child development and how this affects behaviour. Staff set realistic boundaries for children and consistently use positive behaviour management strategies. They routinely praise children for sharing and using good manners and always act as good role models to the children. We heard staff encouraging children with phrases such as 'Good girl' and 'great job',

Staff support children's learning and development effectively. They regularly observe children to track developmental progress, record milestones and plan for their next steps. This information helps staff to recognise early on when babies or children may have emerging needs. Staff at the nursery work well with parents and other agencies to support children with additional needs. They are responsive and make adjustments to ensure children receive care appropriate for their needs. Staff plan interesting learning and play activities and consider the children's interests and development during planning.

**Environment****Adequate**

The main entrance to the nursery used by parents, children and staff is safe and secure. Staff ensure only authorised entry and maintain a log of any visitors. The large garden area used by children is mostly safe and secure. However, the small side gates are not secure enough to completely eliminate the risk of a child leaving the enclosed garden area and accessing other unsuitable parts of the grounds independently. The inability to close off the steps in the grassed area also means it is not possible to fully eliminate the potential for a child to leave the garden area via the steps and access other parts of the nursery unnoticed. Staff currently manage both these risks effectively using supervision. However, this impacts how freely they can move around to supervise children in other parts of the garden. Risk assessments of the outdoors have not identified a number of hazards which need to be removed or made inaccessible to children. Staff also manage these risks through the use of supervision to maintain children's safety. While no immediate action is required, this is an area for improvement. We expect the registered provider to take action to rectify this and we will follow this up at the next inspection. Routine safety certificates for the property are in place.

The indoor environment is welcoming and child friendly. The setting is located within a house, and this gives it a homely feel. The indoor areas are generally suitable for children. However, the baby room contains a large item of unsuitable equipment, which presents as a potential hazard to children. This also impacts staff time as they manage the risks it presents. While no immediate action is required, this is an area for improvement, and we expect the provider to take action to rectify this and we will follow this up at the next inspection. Children do not have free flow access to outside, but older children benefit from extensive daily use of the mature and spacious garden at the rear of the property. The large area gives ample space for children to be physically active. The bushes and trees provide additional opportunities for imaginative play, learning and development. They also provide plenty of shade during warm weather. However, the outdoor environment has not been developed to provide suitable areas for very young children and babies to have the same access to daily outdoor play and learning experiences.

Regular cleaning of toys and equipment is undertaken, and toys are rotated to offer children more choice and variety. The setting has good quality furniture and resources to support children's independence. For example, child sized tables, chairs, low level toy storage units and coat pegs for children's belongings. There are a suitable number of children's toilets and nappy changing facilities available.

## Leadership and Management

Good

People who run the setting have a statement of purpose that clearly outlines how the service operates. Leadership and management is effective. People who run the setting maintain an organised environment. Documents are easily accessed and up to date. There are a good range of regularly reviewed policies and procedures which aid the smooth running of the setting.

People who run the setting have good arrangements in place to monitor and review the care they provide. They consistently obtain meaningful feedback from parents and children and carry out a thorough self-evaluation in order to produce a detailed Quality of Care Review Report annually. They use this to plan improvements to the setting.

Staff files are of good quality, and all relevant checks are carried out to ensure staff are suitable to work with children. There is a clear system in place to ensure that Disclosure and Barring Service checks (DBS) are current. All staff receive regular supervision and annual appraisals, which enable them to identify their strengths and areas for development. Sufficient staff have up to date mandatory training such as first aid and safeguarding. Staff we spoke to told us they enjoy working at the setting, work well as a team and feel very supported by the manager. They are enthusiastic and motivated.

People who run the setting are experienced and keen to provide a flexible, reliable service for children and their parents. They have developed good partnerships with parents. They ensure that when there are concerns about children's progress or development, they share information and work with parents and professionals to support children. They collaborate closely with parents when making decisions about their child's well-being and keep them well informed and updated. They have formed good links with other professionals and the local authority.

### 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
25	The Registered Persons must ensure that all reasonable measures have been taken to eliminate unnecessary risks within the environment to ensure the safety of children.	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 7 - Opportunities for play and learning	Ensure there is a suitable area in the garden for babies and very young children to play and learn outdoors.

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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