



Inspection Report

Cardiff University Little Scholars Nursery

**Cardiff University
43-45
Park Place
Cardiff
CF10 3BB**



Date Inspection Completed

15/11/2023

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About Cardiff University Little Scholars Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cardiff University
Registered places	64
Language of the service	English
Previous Care Inspectorate Wales inspection	23 September 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>	Excellent
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Excellent

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

Summary

Children are very happy and enjoy attending the setting. They feel extremely safe and secure in the care of staff and develop firm friendships with other children. Children make many choices about how to spend their time. They develop their independence through a range of quality experiences and play.

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They care for children in a kind and relaxed way. Staff support children's learning and development appropriately and plan a variety of fun activities led by children's interests.

Leaders have good systems and procedures in place to ensure the environment is safe, clean, and secure. The premises are welcoming and provide ample space for children to play both indoors and outdoors. There is a good variety of interesting and age appropriate resources.

Leaders provide excellent support to staff. They use self-evaluation effectively to identify and make improvements. Parents are kept very well informed and up to date about their child's experiences and development.

Children have excellent opportunities to make decisions about how they spend their time at the setting. They choose freely from activities set out and confidently request toys and resources when asked what they would like to play with. Children are extremely confident to communicate their thoughts, as they know staff will listen and show interest. They are encouraged to share their ideas for activities; these are recorded and displayed on the 'child's choice' display board, which further celebrates and values their ideas.

Children are especially settled and happy. This is because staff fully recognise and support their individual needs. We saw babies following their own bottle feeding and sleep routines and being settled for naps according to their own needs. For example, some were swaddled and patted to sleep in a staff member's arms, whilst others were settled in their cot. The children know the staff very well and have developed secure and affectionate relationships with them. These strong relationships support children to confidently make choices and participate positively in their play.

Children interact very well for their ages and stages of development. They make friends and clearly enjoy being in the company of other children. Children play happily alongside each other or together. For example, babies explore their surroundings playing with ribbons and rattles; older children patiently take turns to put their collection of leaves in a bucket. Children of all ages respond positively and glow with pride when staff praise them for their efforts and achievements.

Children thoroughly enjoy and are completely absorbed in their play. They are motivated to follow their own interests and sustain their play for periods suitable to their age and stage of development. For instance, toddlers delighted in finding small plastic minibeasts buried amongst a bed of leaves. Older children were fully engaged in their chosen activities, wheeling large toy vehicles outdoors, hammering pins and shapes into a cork board and completing puzzles.

Children develop very well. Activities and resources provided promote their all-round development. They have many opportunities to develop their independence skills. For example, babies place their drinking cups back on the tray and older children serve their own food at lunch time. Children of all ages are encouraged to tidy away their toys when they have finished playing. Older children are confident at washing and drying their hands, while younger children do so with support.

Care and Development

Good

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They receive regular safeguarding training and know to report concerns to the manager. Most staff understand they have an individual duty of care to report concerns to children's services should they be required. There is a safeguarding policy in place, however it does not outline the procedure to follow if an allegation is made against the manager. Staff implement good hygiene procedures. For example, they clean tables before and after eating, encourage regular handwashing and ensure children's noses are wiped in a timely manner. This helps minimise the spread of germs. Staff promote children's oral health and ensure children brush their teeth daily at the setting. A varied and nutritionally balanced healthy snack/meal menu is in place and drinking water is available throughout the day. The setting has achieved a healthy lifestyle award. Staff record all accidents, incidents and pre-existing injuries, and ensure the information is shared with parents. The manager told us they informally monitor these records each month to identify potential safeguarding issues.

Staff are kind and caring towards the children. They know the children well which enables them to meet their individual needs effectively. For example, staff quickly recognise when babies show signs of tiredness and settle them for a nap. The behaviour management policy promotes positive strategies which help children to regulate their own behaviour and promote their self-esteem. We saw staff implement these strategies skilfully, using gentle tones, distraction methods and lots of praise to reinforce positive behaviour. Staff work well with outside agencies to support children with additional learning needs (ALN). For example, a staff member explained to us how they successfully use strategies to help children who struggle to regulate their own behaviour. Staff always act as positive role models through respectful, friendly interactions with each other and children. They have good relationships and communicate well with each other. This ensures children are appropriately supervised and supported throughout the day.

Staff support children's learning and development very effectively. They regularly observe children to track their progress and development. Staff plan for how they can support children's next steps, reviewing this monthly. They provide a wide range of play experiences based on children's interests and seize opportunities for in the moment learning. For example, staff told us of how the weather has influenced children's outdoor learning; with an impromptu kite making activity on a windy day and a measuring activity using different sized containers to collect rainwater on a wet day. Staff evaluate children's enjoyment and engagement in their play daily; they use this information to adapt and plan for further play opportunities. The setting is beginning to implement principles of the New Curriculum in Wales, and this is evident in the planning and training received by staff. We heard limited use of Welsh language. However, in feedback, leaders told us incidental Welsh language is used throughout the setting, for example at circle time and during singing.

The environment is safe and secure and provides ample space for children to play and learn. Leaders have undertaken suitable risk assessments for all areas of the setting. Staff complete daily checks to identify and eliminate potential hazards to children's safety. Cleaning routines reflect good hygiene practices and effective infection control. Registers for children and staff caring for them are completed daily and staff ensure only authorised entry to the setting, keeping a log of any visitors. Staff ensure that all fire doors are kept closed. Safety gates are in place to ensure children do not have unsupervised access to higher risk areas such as stairs. Fire drills are carried out regularly and logged, so staff and children know how to evacuate the building safely in the event of an emergency. All routine maintenance checks for the building and appliances are up to date.

The environment is welcoming and child friendly. Children's photographs are displayed around the setting, which gives children a lovely sense of belonging. Attractive displays of children's work reflect their learning and celebrate their achievements. The layout and design of playrooms help promote some independence. Some resources are set out on tables, with others available for children to take their play in a different direction if they wish. However, children are not able to access sensory play activities such as playdough, painting, water, and sand independently as part of their daily provision. The outdoor play area is safe and secure and offers a good range of play opportunities for children, including a variety of ride on toys, climbing equipment, planting areas and a muddy kitchen. An additional covered space enables children to play outdoors in all weathers. Suitable spaces are provided for children's sleep with a separate cot room for babies.

Toys and equipment are clean and in good condition. There are some resources to promote diversity and a multi-cultural society, such as dolls and books. The setting has good quality furniture and resources to support children's independence. For example, child sized tables, chairs, low level toy storage and individual named coat pegs and drawers for children's belongings. There are a suitable number of children's toilets and nappy changing facilities available, which are clean and hygienic. Liquid soap and paper towels are easily accessible to support children's independence when washing their hands.

Leadership and Management

Excellent

Leadership and management are strong. Leaders run the setting efficiently; they are dedicated and motivated to continually improve upon the service they offer. The statement of purpose provides parents with an accurate picture of how the setting runs. Leaders are very knowledgeable about their regulatory responsibilities and consistently operate above the National Minimum Standards. Policies and procedures are of high quality, regularly reviewed and implemented very well by staff in practice.

Leaders work hard to provide a quality care provision to children and their families. They regularly seek feedback from parents, children, staff, and outside agencies. This information is used to write an annual quality of care report which outlines strengths of the setting and areas to develop and improve upon. The report includes very positive feedback from parents which demonstrates a high level of satisfaction with the service provided. For instance, *“Staff genuinely care about the wellbeing of the children”*, and *“My little one is more than happy to be left at nursery and sleeps well there, which means he must feel safe and cared for.”*

Leaders maintain very well organised management systems; documents are easily accessed and in excellent order. Staff files are of a very high quality and evidence all relevant checks carried out to ensure staff are suitable to work with children. There is a clear system in place to ensure that staff's Disclosure and Barring Service checks (DBS) are current. All staff have relevant qualifications and receive good opportunities for additional training such as, positive behaviour management and play to learn. Staff we spoke with told us how happy and supported they felt. This is evidenced by low levels of staff turnover, with many staff having worked at the setting for several years. Leaders ensure new staff are very well supported during their probation with a thorough induction process. Staff receive regular beneficial supervisions and annual appraisals, which enable them to identify their strengths and skills to work on. Staff are deployed effectively ensuring staff ratios are always met, meaning children are always well cared for. Leaders plan well for any staff absences and use a consistent bank of familiar staff for cover.

The setting has established positive relationships with parents. Parents receive regular feedback on their child's progress via a digital app, daily verbal feedback, newsletters and are invited to attend parents' evenings. Beneficial partnerships are developed with local authority advisers and support agencies. In addition, the setting has achieved a national early years organisation award, recognising their work to promote the best possible outcomes for children.

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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N/A	No non-compliance of this type was identified at this inspection	N/A
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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 20 - Child protection	Update the safeguarding policy to outline procedure if an allegation is made against the manager and ensure all staff are fully aware of policy and procedures.
Standard 22 - Environment	Ensure children can access a range sensory and messy play on a regular basis.

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)
Formalise systems to monitor accident, incident and pre-existing injuries to identify potential safeguarding concerns.
Promote the use of Welsh language with children.

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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