



## Inspection Report

**Playworks Early Days Nursery Bedwas Limited**

**Unit 15C  
Greenway  
Bedwas  
Caerphilly  
CF83 8DW**



**Date Inspection Completed**

24/01/2023

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## About Playworks Early Days Nursery Bedwas Limited

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Playworks Early Days Nursery Bedwas Limited
Registered places	71
Language of the service	English
Previous Care Inspectorate Wales inspection	8 March 2019
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

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

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

## **Summary**

Children are happy and settle well. All children engage in activities of their choosing and freely explore their play environment. They develop warm relationships with staff, which makes them feel safe and secure. They have opportunities to develop independence skills through a wide range of experiences. They are listened to, and their views are taken into account.

Staff are well qualified, professional and have a very good understanding of how to keep children safe and healthy. They are confident with safeguarding procedures. They are responsive and respect the children in their care and the decisions they make. They plan a range of activities led by the children's interests and keep detailed records of children's progress.

The environment is welcoming and well organised. Staff follow good infection control procedures to ensure the environment is clean, safe, and suitable. They complete detailed risk assessments and daily checks. A sufficient variety of toys, resources and experiences promote children's all-round development.

The leadership and management of the service is effective. Managers support staff well, providing good development opportunities to keep their skills and knowledge up to date. Policies and procedures are comprehensive and detailed. Parents speak highly of staff and are complimentary about the care their children receive.

Children freely explore their play environment and have many opportunities to choose how they spend their time. They follow their own interests and participate in activities that engage them. For example, we saw babies excitedly shaking maracas and tambourines as staff sang nursery rhymes. Staff act promptly when children make requests such as “*Can we build sandcastles?*” Older children express their views and opinions on the service through the completion of regular questionnaires and we saw that they contribute to weekly activity plans expressing their interests and ideas confidently.

Children feel comfortable in their surroundings and are familiar with routines, settling quickly into their play. They have formed strong bonds with staff, meaning they are happy, feel secure and settle well. One child, who was upset received lots of attention and cuddles from their key worker. Their emotional well-being is considered, because they have regular opportunities to talk about how they are feeling. Children receive frequent praise for their efforts and their work is celebrated and on display, providing them with a sense of achievement and belonging.

Most children are developing close friendships and play happily together and talk about their play. For example, we heard a child ask another “*What do you think it feels like?*” as they ran their hands through the sand. They interact well with staff, often approaching them to chat, ask for help or invite them into their play. Most children cooperate and share resources happily. They are learning to manage their behaviour appropriately and respond well to praise and encouragement provided by staff.

Children are enthusiastic and interested in their play and learning. They are engaged and self-motivated to initiate their own play and explore their surroundings, concentrating on activities that interest them. For example, babies expressed enjoyment as they were engrossed in a shaving foam activity. Most children enjoy participating in adult led activities such as song time. We saw children actively join in with actions and movements as they sang ‘*Head, shoulders knees and toes*’. They are keen to share their work and achievements. For example, a child said “*Look, I’ve found the first letter in my name*” as they jumped up and down.

Children are developing their independence skills successfully. Babies crawl around and climb, with some starting to pull themselves up and walk along, holding onto furniture. During mealtimes, babies and toddlers use age-appropriate cutlery to feed themselves. Although we did not observe snack or mealtimes with pre-school children, the manager told us that they have opportunities to pour their own drinks, serve themselves using tongs and clear their own plates. Most toddlers and pre-school children attempt to put on and take off their own coats and access the toilet and wash their hands, asking for help with confidence when they need it. Nearly all children help to tidy up after play and put resources away.

Staff are effective in keeping children safe and healthy. They receive regular safeguarding training and are confident in their role, following rigorous procedures. They keep effective records relating to accidents and incidents which are signed by parents and monitored and evaluated regularly. All staff hold paediatric first aid training, enabling them to deal with minor accidents confidently. There are appropriate systems in place to record the safe administration of prescribed medication and parents are kept informed. However, we noted that although permission forms are completed, parents do not always sign their names on these forms. Food provided to children is freshly prepared, healthy, and nutritious and staff follow clear and agreed procedures to manage food allergies and individual dietary requirements. Due to unsuitable weather conditions, we did not observe children using the outdoor area on the day of our inspection visit but the person in charge told us that staff ensure children have access to regular outdoor play experiences, offering them the benefits of physical exercise and fresh air. All staff hold relevant food hygiene training and follow correct cleaning procedures as part of the infection control process to help keep children healthy and safe.

Staff have lovely relationships with children, interacting in a kind, caring and patient manner. They work together to support children's social behaviour, and consistently set realistic boundaries, taking into account children's age and understanding. They are good role models and continuously prompt and remind children to use manners such as 'please' and 'thankyou'. They implement positive strategies in line with their behaviour management policy and offer praise and encouragement to children often. We heard phrases such as *"Well done, that's amazing work"* and *"That's so lovely and kind, good job for sharing"* often. Staff manage any unwanted behaviour with gentle verbal reminders such as *"We must share please"* and *"Shall we let someone else have a turn now?"*.

Staff promote children's learning and development successfully. They engage positively with children during play and facilitate learning naturally and in the moment. They ask appropriate questions. For example, we heard a member of staff ask, *"What colour do you have?"*, *"Can you find me a green one?"* and *"How do we say green in Welsh?"* as children happily play with blocks. The activities available to the children are planned by staff based on children's interests. They monitor and track children's progress with regular observations, enabling them to identify and plan next steps in learning. The setting is currently following the Foundation Phase curriculum and have not yet implemented the new Curriculum for Wales in line with Welsh Government guidelines. Staff have a very good understanding of how to meet the needs of children requiring additional support and keep their knowledge up to date through regular training. They work closely with outside agencies to gain a clear understanding of how best to support the children in their care. Staff promote the Welsh language successfully, using simple words and phrases with children often.

## Environment

Good

The environment is safe, secure, and clean. Throughout the day, staff follow regular cleaning schedules to prevent infection across all areas. CCTV is in operation for safety and staff ensure there is only authorised entry to the setting, maintaining a log of any visitors. Staff are vigilant and supervise the children closely at all times. Registers record the time children and staff arrive and leave the premises. Staff complete daily safety checks to identify, and where possible eliminate, risks to children's safety. There are rigorous risk assessments in place for all areas of the setting, which are regularly reviewed and updated. Records show all routine maintenance checks for the building and appliances are in place and fire equipment is regularly tested. Regular fire drill practices including reverse drills are carried out to ensure staff and children are familiar with how to leave and re-enter the building safely.

The environment provides a welcoming, child friendly space which is suitable to meet children's needs. It is well maintained and decorated to a good standard. The indoor play spaces available for children are warm, welcoming, and organised into suitable areas of learning with many wall displays of children's work. Sleep spaces are calm and relaxing, and children have their own beds and blankets. Children have access to a reasonably sized outside area and people who run the setting told us that they have recently purchased two outdoor shelters which can be used for outdoor learning. This demonstrates their commitment to ongoing improvement. There are a suitable number of children's toilets and nappy changing facilities available, and bathrooms are well stocked to support children's independence.

Children benefit from an appropriate selection of resources and equipment that are clean, well maintained, and suitable for their age. Children access the resources freely because they are stored at low level, promoting independence. Since the last Care Inspectorate Wales (CIW) inspection, people who run the setting have purchased a variety of further resources to extend children's opportunities. However, we noted that older children do not have a sufficient amount of toys and play materials to enhance their role-play opportunities and engage them in meaningful play. Furniture is of suitable size and design for the age of the children. Outdoors, children have access to a variety of play items including a mud kitchen, sand trays, climbing frames and a variety of ride-on toys. There are also seating areas where children can relax. There are a small number of resources to promote multicultural awareness such as a range of story books, small world toys and dolls. Staff conduct regular checks to monitor resources to ensure they are of good quality and relevant to children's interests and learning.

## Leadership and Management

Good

People who run the setting are skilled and experienced and manage the service to a high standard, in line with regulations. They have worked hard to ensure that any previous recommendations have been met and are enthusiastic about on-going improvement. There is a clear statement of purpose, which provides an accurate picture of how the service runs, allowing parents to make an informed choice about its suitability for their child. There are clear policies and procedures in place, which reflect current practice and are reviewed regularly. The complaints policy did not include information on complaints subject to concurrent consideration, but prompt action was taken in updating this immediately. People who run the setting obtain detailed information about the children and agree contracts with parents, as part of the admission process. People who run the setting always inform CIW of events set out in regulations providing relevant information at the correct times to ensure that children are safeguarded, and their welfare promoted.

People who run the setting work hard to provide a quality care provision and are committed to improving outcomes for children and their families. They produce detailed self-evaluations to reflect on their practice and gather views of children, staff, parents and outside agencies to inform the annual quality of care report. They use this information effectively to identify areas they wish to improve on, setting realistic targets.

People who run the setting employ an appropriate number of suitably qualified and experienced staff to care for the children. Staff files are well organised and demonstrate that there are robust recruitment procedures in place to ensure staff suitability to work with children. They value their staff and are supportive and committed to ensuring that the whole workforce implements good working practices. They provide them with thorough inductions to equip them to do their job well and hold regular supervision and appraisals to help staff support their professional development and ensure that they can reflect on their practice. Staff told us they feel valued and are confident to talk to managers with any concerns. Frequent meetings are held to ensure that all staff are kept up to date on relevant information and discuss any issues relating to the running of the setting.

People who run the setting work closely with authority officers to support children with Additional Learning Needs. They gather detailed information from parents prior to children starting at the setting and implement appropriate development journals to help support individual targets. Partnerships with parents are positive, with staff sharing information daily via verbal feedback, daily diary sheets or a digital app. There is a notice board for parents located in the foyer of the nursery, which shares useful information about the setting. Parents reported a good level of satisfaction with the care their children receive and told us that their children experience a pleasant environment with staff who are warm, friendly and approachable. One parent stated, *“The staff are very supportive and have been open to my child’s individual needs and doing the very best they can for them”*.

**Recommendations to meet with the National Minimum Standards**



R1. Implement the new Curriculum for Wales to support children's learning and development in line with Welsh Government guidelines. R2. Consider introducing a wider range of toys and play materials for older children to enhance role-play opportunities and ensure that some of those items promote cultural awareness and equal opportunities.

R3. Ensure all written agreements for medication permissions are signed by parents.

### 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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N/A	No non-compliance of this type was identified at this inspection	N/A
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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.

**Date Published 31/03/2023**