



## Inspection Report

**Daisy Day Nursery - Barry**

**Daisy Day Nurseries  
Sully Moors Road  
Sully  
Penarth  
CF64 5RP**



**Date Inspection Completed**

29/06/2023

## About Daisy Day Nursery - Barry

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Daisy Day Nurseries Ltd
Registered places	77
Language of the service	English
Previous Care Inspectorate Wales inspection	27 October 2022
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>Adequate</b>
<a href="#"><u>Environment</u></a>	<b>Adequate</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 confident, happy and safe at this nursery. They have good opportunities to make choices about what they do. They develop a sense of belonging and make positive relationships. They have opportunities to do things for themselves and enjoy their play.

Staff understand and implement policies and procedures effectively to keep children safe and healthy. Their interactions with children are good ensuring children feel valued and supported in their play. Staff are good role models and meet children's care needs well. However, planning for children's learning and development is not always fully effective.

People who run the nursery ensure the environment is safe, secure and well maintained. They create calm spaces for children to play and learn. People who run the nursery provide suitable resources and equipment to support children's development, although the range of these can sometimes limit children's exploratory and imaginative play.

The leadership and management of the nursery is developing well following recent changes in the management structure. The responsible individual, persons in charge and staff work well together as a team. They strive to ensure they meet regulations and National Minimum Standards and to provide a high-quality provision.

## Well-being

Good

Children have a strong voice at this nursery. They have good opportunities to choose from a range of activities and resources. Children of all ages move around freely and explore their environment. They are confident communicators as they know adults will respond to them. For example, babies reach up with their arms when they want staff to pick them up.

Children are safe, settled and relaxed at the setting. Most arrive happily and cope well when separating from their parents or carers. A few who are a little upset are quickly soothed. Children form close, warm bonds with staff, who are a generally consistent team and know them well. Children know and follow the routines of the nursery helping them to develop a sense of belonging, confidence and self-esteem. They benefit from good procedures developed to support them when they move from one base room to another.

Children behave well, they play cooperatively or alongside each other as is appropriate for their ages and stages. They are learning to concentrate and persevere with their chosen play for appropriate periods of time such as when painting or playing roll a ball. There is a friendly and calm atmosphere in the nursery. Children are learning to take turns, share and use good manners, helping them to develop respect for others. For example, we heard children say 'yes *please*' when asked if they would like more pasta.

Children enjoy their time at the nursery. They have extended periods to choose what they want to do. Play is not interrupted unnecessarily, which helps them develop concentration and perseverance. Children benefit from a good balance of indoor and outdoor play. They also have opportunities to join in with adult led and planned activities such as arts and crafts or circle time for older children.

Children learn and develop from the activities and resources provided for them. However, these are not always effectively planned to support or extend children's learning further. Children can do things for themselves and have good opportunities to develop independence and self-help skills. For example, as they choose what they want to do, wash their hands and faces, feed themselves or learn to use the toilet.

## Care and Development

**Adequate**

Staff understand and implement policies and procedures well to promote healthy lifestyles and children's safety. They have a good understanding of their responsibilities to protect children and are confident in knowing what to do if they have any concerns; although, the safeguarding policy lacked some detail. All staff access appropriate safeguarding training. Staff follow suitable hygiene procedures. For example, wearing appropriate personal protective equipment for tasks such as nappy changing or serving food. Staff are aware of allergies and individual preferences and follow the systems in place to manage them. They accurately complete appropriate accident, medication and incident records either via the app used for parent communication or manually as appropriate. Sufficient staff have completed paediatric first aid training in line with required ratios.

Staff interact with children in a calm, kind, caring and positive way. They know children well. Staff manage minor incidents in line with the behaviour management policy. For example, encouraging children to use kind hands, talking about taking turns or praising good manners. Staff are good role models for children as they speak respectfully to each other and children.

Staff support children to learn and develop through the activities and resources they provide for them. They concentrate on supporting rather than leading play as they join in with children and chat about what they are doing. For example, encouraging cooperation when playing ball games or discussing what fruits they like during lunchtime. We heard a good amount of spontaneous singing with children of all ages which supports language development. We heard a small amount of Welsh used during a circle time with older children. However, we did not hear incidental or everyday Welsh used generally throughout the nursery. Staff plan activities for children around themes such as Mini and Mega Beasts. However, planning provides for basic activities and does not include enhancements in the general environment or open-ended activities to stimulate children's explorative or imaginative play. Whilst staff interact supportively with children, they are not always effective in extending children's thinking and learning. People who run the nursery have identified the need to develop planning and interactions through their quality of care review. Staff assess and record children's progress and are alert to children who may have additional learning needs (ALN). They seek support from and work with other professionals as needed. They keep parents informed about their children's progress through their app and verbal feedback.

**Environment****Adequate**

People who run the nursery ensure the environment is secure. A keypad entry system is used for all children's rooms, and access to the building is restricted. The nursery is safe, clean and well-maintained. All visitors sign in and out of the building. People who run the nursery have made some recent improvements within the environment. They have created a porch outside the front door, and, at the rear of the building, an undercover outside play area. There are plans to open up the adjoining playrooms to create a more free flow feel for the children.

The nursery has a dedicated maintenance team, who move between the three nurseries owned by the provider. They ensure they complete repairs and relevant building checks in a timely manner. People who run the nursery ensure fire exits are clear, allowing for access in the event of an emergency. They complete regular fire tests and drills, have suitable risk assessments in place, and complete visual checks daily.

The nursery is large and bright and has ample space for children to move around and play. People who run the nursery ensure children access age-appropriate furniture, toys, and equipment. There are mostly sufficient resources, within their rooms. Although we did not see resources or displays which promote cultural awareness, the Welsh language or equal opportunities suitably. Many resources are at low level, so children can access them independently. However, the trays are not see-through, or labelled with word or pictures which means children cannot easily see what is in them.

The nursery has separate outdoor areas for different age groups. All children apart from babies have direct access to outdoors and staff ensure children, including babies, have regular outdoor play. There are some lovely features such as a sensory footpath, a grassy slope and covered outdoor classroom. However, people who run the nursery have not planned the rooms or outside areas sufficiently to create an inspiring learning environment. For example, some areas of learning have been created, such as a mud kitchen: however, there was no mud, water or resources for children to take advantage of this. There are suitable toys and resources for the children to use outside such as sand and water for older children and climbing apparatus and trikes for younger ones. However, there are missed opportunities to provide play opportunities to promote learning across all areas of development.

## Leadership and Management

**Adequate**

People who run the nursery have policies and procedures to support the smooth and safe running of the nursery which they review annually. Most are applicable to the service; however, the setting is one of three childcare provisions, and some policies are generic with the other settings. They also do not reflect the App used by the nursery for record keeping and communication with parents. There is a suitable statement of purpose, which mostly reflects the current provision.

People who run the nursery understand the need for self-evaluation of their provision. They carry out an annual quality of care review which takes account of the views of parents, children and staff. The quality of care report has good detail and is reflective. The management team are eager to develop aspects of the nursery and are receptive to recommendations for improvements.

People who run the nursery implement safe recruitment procedures to safeguard children. They ensure all suitability checks are in place and staff files are compliant with regulations. The person in charge and deputy are now conducting and recording regular staff supervisions, and as a result, the Area for Improvement from the last inspection is closed. They hold periodic staff meetings to discuss views and any changes that may be happening. The responsible individual has implemented a new management structure to support staff within the childcare environment, including a new deputy person in charge. Administrative staff also support the management team. Staff we spoke to all told us they feel well supported and enjoy working at the nursery.

Parents were very complimentary about the nursery. We saw parents on a 'play day' with their children, which both the parents and children enjoyed. Parents told us they find the settings' information App very useful, and they are kept well informed about their child's day at the nursery.

### 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
29	The RP had not ensured that all staff were receiving one to one supervisions consistently and in line with the settings supervision policy. One to one supervision is needed to ensure staff receive appropriate support and guidance to undertake their roles and responsibilities effectively.	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 18 - Quality assurance	Regularly review and, where necessary, update policies, procedures and paperwork to ensure they are sufficiently detailed, reflective and supportive of the current service.
Standard 7 - Opportunities for play and learning	Develop the use of Welsh in everyday situations.
Standard 7 - Opportunities for play and learning	Develop planning to provide activities and enhancements to the environment that fully support and extend children's learning and development.
Standard 7 - Opportunities for play and learning	Continue to support staff to develop skills to engage children through planning and interactions to better promote their learning and development.

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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