



## Inspection Report

**Seren Fach Day Nursery**

**Above The Bakery  
Gors Avenue  
Swansea  
SA1 6RH**



**Date Inspection Completed**

05/09/2023

## About Seren Fach Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Seren Fach Ltd.
Registered places	35
Language of the service	English
Previous Care Inspectorate Wales inspection	23 June 2022
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.

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<u><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Adequate</b>
<u><a href="#">Environment</a></u>	<b>Adequate</b>
<u><a href="#">Leadership and Management</a></u>	<b>Good</b>

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

## **Summary**

Children have good opportunities to make choices and decisions about what affects them. They feel safe, valued and relaxed as their individual needs are consistently met, and they have positive bonds with staff. Children’s interactions with staff and each other are good. Children are active and express enthusiasm and enjoyment in their play. They enjoy a range of play activities indoors that promote their individual development.

Staff implement policies and procedures to keep children safe and relatively healthy. They understand the behaviour management policy and implement positive strategies with children. Staff manage and support children’s individual needs and promote their English language development. However, healthy eating opportunities for children are in need of improvement.

Leaders provide an indoor environment which is safe and secure. They provide a spacious environment designed to meet the children's needs. All areas accessible to children are on the same floor. Leaders provide a suitable range of resources for the children’s needs and stages of development. The security of the outdoor perimeter is not always fully secure.

Leaders have a strong vision for the setting and are committed to making positive changes. Leaders provide good processes for staff recruitment and manage staff training and development well. There is a good working relationship between leaders and staff. Quality of care is effective, and partnerships with outside agencies and parents are very good.

Children have good opportunities to make choices and decisions about what affects them. They confidently make choices about their play resources and learning areas. For example, they choose what coloured aprons they want to wear to take part in a playdough and painting activity. Children's communication, both verbal and non-verbal is recognised and valued by staff. For example, children who asked for more food at lunch time were given more, and those who wanted to move to other areas after completing a painting focused task were respected.

Children feel safe, valued and relaxed as their individual needs are consistently met, and they have positive bonds with staff. On arrival to the nursery, older children hugged staff who were glad to see them after their first day at school. Children know they can access comfort resources when needed. For example, younger children happily play with musical toys and role play resources with familiar staff. Older children feel happy to choose the role play props and dressing up resources as well as playing with the action hero toys. Children smiled when staff told them they looked beautiful in their school uniforms as they returned from a school run.

Children's interactions are good. They are learning to think about other's feelings in line with their stages of development. Children share and play alongside others. During role play, they share cups of tea with staff. They share their dolls, playdough resources and action figures with other children. Children show empathy towards each other. For example, when a child removed a toy from another child's hands, they then said sorry and hugged them. Many children follow instructions well. They tidied away the toys before lunch successfully. Children smile when they have praise from staff for their lovely paintings.

Children are active and express enthusiasm and enjoyment in their play. They enjoy a range of play activities indoors. For example, the younger children enjoy playing with the toy cars, musical toys and kitchen role play resources. Older children were excited about their playdough models telling everyone that they had made a snowman, recognising and placing the eyes, nose and hair in the correct area on the head of the snowman. Children were enthusiastic about the balance boards indoors. They jumped and shouted "*One, Two, Three, Four, five... jump!! I'm a superhero!*"

Children experience play opportunities that promote their individual development. They develop personal hygiene skills by going to the toilet and washing their hands, some with support. During lunch times, most children use forks independently. However, there are minimal opportunities for children to develop their independence during snack and lunch times. During play, children develop good fine motor skills by using tools, such as, scissors and knives to cut playdough and use paint brushes to paint a picture of their choice.

## Care and Development

Adequate

Staff implement policies and procedures to keep children safe and relatively healthy. They sanitise tables before food times, and they follow good hygiene procedures when changing nappies using aprons and gloves and sanitise the changing areas. Staff complete regular training in safeguarding, paediatric first aid and food hygiene. They have a good understanding of their responsibilities in relation to child protection and supervise children well. Staff are actively aware of children's dietary needs and intolerances, and these are acted upon effectively. During mealtimes past and present, staff offer many processed foods at lunchtimes and snack times which sometimes include mixed vegetables and fruit. However, there is a lack of fresh homemade wholesome meals with vegetables and fruits, and water was only offered at lunchtime on the day of inspection. This is an area for improvement, and this will be looked at during the next inspection of the setting. The setting's leaders and staff are currently working on changing the menus and intend to implement changes progressively. Accidents, incidents and pre-existing injuries are recorded.

Staff understand the behaviour management policy and implement positive strategies with children. They are good role models. For example, they encourage children to have good manners during mealtimes. Staff give praise and encouragement and show positive interactions with children after they had washed their hands saying, "*Good listening, well done!*" They show empathy towards children who have started school and were genuinely excited to see them on their arrival back at the nursery. Staff create a good sense of belonging for children. They call themselves aunties and have close relationships with children. Staff manage unwanted behaviours. For example, when children threw toys, they discussed this with children. They encourage children to use kind hands when playing with others. Staff responded to young children who wanted to come out of their highchair and were tired after lunch and comforted them to sleep with ease.

Staff manage and support children's individual needs. They have a good understanding about children with additional needs and are aware of the procedures to make referrals when needed. Staff work with other agencies to implement individual strategies to support children's development and learning. Staff model new ideas and concepts. For example, they show younger children how to share and how to play with balls and role play resources. Staff develop children's listening and language skills by singing songs to them such as 'Twinkle, Twinkle, Little star.' Staff enhance children's recognition of colours, shapes and basic vocabulary in English during focused playdough and painting activities. Staff read stories to children and manage to engage them in the content of the book. Staff record children's developmental milestones from a young age. There is basic planning in place for creative activities based on annual celebrations and religious festivals. Examples of planning were shared with Care Inspectorate Wales during the course of inspection. However, the use of Welsh language is minimal.

**Environment****Adequate**

Leaders provide an indoor environment which is safe and secure. The setting is safe from unauthorised access, and they keep a record of visitors to the setting. They reduce risks to children by completing detailed risk assessments and review these regularly. Leaders have systems in place for regular safety checks on the environment, such as checks to the heating system, electrical devices and fire safety resources. Fire drills are conducted regularly, and these are recorded. All chemicals and medications are kept away from children's reach. All areas are clean. All fire doors are secure and accessible in case of emergencies.

Leaders provide a spacious indoor environment designed to meet the children's needs. All areas accessible to children are on the same floor. Toileting areas provide opportunities for children to be independent, they provide liquid soap and separate towels for children to wash and dry their hands. All childcare rooms are suitable for children's ages and stages of development. However, the outdoor perimeter does not always mitigate all risks in order to ensure the premises are fully secure at all times. The opportunities for children to develop physical skills, exploration and curiosity are minimal. Leaders have plans in place to improve the security and extend opportunities for children in the outdoor area. There are colourful displays of children's craft and written work on the walls which enhance a sense of belonging, pride and achievement.

Leaders provide a suitable range of resources suitable for the children's needs and stages of development. There are a good range of puzzles, books, games and creative resources for older children. For younger children, there are resources that develop their physical skills such as wooden balance boards and push along toys for the younger ones. Resources include kitchen role play, dressing up clothes, creative resources, construction play and resources which promote thinking skills and those that develop mathematical and language skills. There are resources which promote the understanding of different cultures and diversity, and some Welsh books are available for children.

## Leadership and Management

Good

Leaders have a strong vision for the setting. They provide information to parents by sharing their statement of purpose and policies with them which are compliant and meet national minimum standards. They regularly update policies and share these with staff. Leaders ensure that records are kept in relation to children and staff attendance. Children's contracts and permissions are obtained. Insurances are valid and the setting has registered with the ICO (Information Commissioner's Office) during the inspection process.

Leaders inform Care Inspection Wales (CIW) of changes to the setting in relation to changes of staff, statement of purpose and outbreaks of illnesses. Other significant notifications have been shared with CIW during the course of this inspection. The Self-Assessment of Service Statement has been submitted.

Leaders have good processes in place to manage staffing. Leaders operate an effective system for induction, appraisal and supervisions. They support and encourage staff in their professional development and ensure their training needs are met. Recruitment procedures and checks are completed prior to their employment. Staff told us that they have a very close friendship with one another and feel happy in their roles, they are very well supported, and are excited about future changes to the setting's outdoor area and future food menus. There is a very happy friendly working ethos within the setting and staff and managers cooperate well. Staff are qualified for their roles and responsibilities and mandatory training is prioritised.

Leaders operate a good system for the annual review of the quality of care. They seek views from parents, children and staff to develop their service. This is a good overview of the improvements made and future developments and targets for the future running of the setting are incorporated within the document.

Partnerships are very good. Leaders have good links with outside agencies in order to request additional support for children and families and to obtain training for staff. They communicate regularly with parents through face-to-face discussions, through a webform application and daily diaries for younger children. They share termly newsletters with parents which include information on changes to the premises, staffing, training and financial information. Parents feel happy with the running of the setting. They feel they have good communication and information from staff about their children's needs and staff are accommodating to needs of parents who work shift work. However, some parents feel that the foods given to children are in need of change, and to provide more healthy eating options. Other parents told CIW that their children smile when going to the nursery and the staff and manager are always nice, kind and children are well-looked after.

### 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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21	Ensure healthy wholesome meals are provided for children and water is available at all times	New
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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 7 - Opportunities for play and learning	Enhance opportunities to develop children's independence skills during snack and mealtimes
Standard 7 - Opportunities for play and learning	Ensure children have the resources and opportunities to develop their physical skills, exploration, creativity and curiosity both indoors and outdoors
Standard 7 - Opportunities for play and learning	Develop a method of recording the planning of children's learning opportunities
Standard 22 - Environment	Develop a safe, secure and well maintained outdoor play space for children

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)
Develop the use of incidental Welsh with children

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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