



Inspection Report

Happy Dayz Nursery Limited

**The Old Colliers Arms Tavern
Lower Forest Level
Newtown
CF45 4HP**



Date Inspection Completed

01/11/2023

About Happy Dayz Nursery Limited

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Happy Dayz Nursery Ltd
Registered places	45
Language of the service	English
Previous Care Inspectorate Wales inspection	26 March 2021
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>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children make choices and influence the direction of their play. They are happy and relaxed in their relationships with staff, showing trust and warmth. Children behave kindly and considerately, communicating effectively with both adults and their peers. They value regular opportunities for active play in both the inside and outside areas. They are independent and confident in their own abilities.

Overall, staff keep children safe and implement suitable routines, policies and procedures. They build good relationships with children and provide nurturing care. They manage children's behaviour in a positive manner, responding warmly and appropriately to children's requests. Staff support children's learning and development successfully and facilitate an interesting variety of activities.

People who run the setting and staff ensure the environment is safe, secure and well maintained indoors and outdoors. They identify and manage risks appropriately. The indoor areas are welcoming and accessible to children. People who run the setting provide varied, stimulating resources to promote children's curiosity, imagination and creativity.

People who run the setting are motivated and have the skills to manage the setting successfully to meet children's needs. They have a clear vision for how they wish to develop the setting and they are committed to ongoing improvements. They recruit, manage and deploy staff effectively.

Children are settled and show enjoyment and enthusiasm for the setting. They are confident to independently explore available resources. They make choices freely and put requests to adults through verbal and non-verbal methods. Older children value opportunities to share their ideas, for example about what to wear to jump in puddles. Younger children confidently use developing speech such as “*pumpkin on*” to make requests, while babies also share their wishes through smiles and gestures.

Children have warm relationships with staff and readily approach them for guidance or comfort. They settle quickly and are calm as they play. Children are reassured by familiar routines such as using hand puppets during circle time and discussing their feelings through an emotions dice. They receive lots of encouragement and approval from staff when learning new skills, which gives them the confidence to play, learn and explore. For example, we saw a child beam with pride when a staff member praised him with “*Wow, his listening ears are all the way up!*”.

Children are learning to respect each other and the resources through learning to share and use equipment appropriately. Almost all children of all ages and stages of development respond positively to staff members’ reminders about appropriate behaviour. They work together on activities such as making potions and chat together about what they could find to add to it. Children show interest in the things their friends are doing and often join in or play alongside them. Many of them enjoy inviting adults into their play; a child excitedly showed us a microphone and said, “*It’s for singing*”.

Children are free to explore their environment and spend time on activities that interest them, which encourages them to learn and develop. They are self-motivated to initiate their own play and to influence their tasks and activities. For example, younger children enjoy climbing and investigating how they can move books up a ramp. Almost all children can concentrate on activities for an appropriate length of time. We saw babies carefully examining sensory bags. Children have regular exercise and fresh air and highly value the time they spend outdoors, engaged in active play.

Children have good opportunities to gain independence. Older children wash their hands, pour their own milk, pick up their own fruit with tongs and clear their own plates after mealtimes. Many children of all ages take a part in tidying up resources with support from staff. Younger children investigate resources independently and many feed themselves.

Care and Development

Good

Almost all staff follow clear policies and procedures to ensure children's health and safety needs are met. Older children are encouraged to wash their hands before mealtimes and are asked if they would like to brush their teeth after eating. Staff usually clean tables at appropriate times. Staff ensure effective hygiene procedures during nappy changes and make regular checks of children to identify when changes are needed. This ensures that children are always comfortable. Older children always have access to water bottles and younger children are regularly provided with drinks. Children's allergy and medical needs are displayed for staff to refer to at mealtimes. Staff we spoke to were confident regarding their role in protecting children. Staff record accidents and pre-existing injuries appropriately, although the latter are not always completed in a timely manner or signed by parents. At the time of our visit, staff did not make written records of incidents, but they have now devised a process for this. They need to embed this to ensure parents are always informed of incidents that occur. Almost all staff have first aid training and they record the administration of medicine suitably.

Staff care for children in a kind and relaxed way. They are responsive and nurturing, which means children approach them with ease. Staff encourage children to follow routines and structures to help them to develop their social skills and foster a feeling of community. For example, once children have lined up to wash their hands, staff enthusiastically say, "*Come on my friends, let's go!*". They follow a very clear behaviour management policy that focuses upon reminders about positive behaviours and encourages explanations such as "*kind hands*" and "*you can have some after, your friends need to have some first. Well done*". This allows them to set clear boundaries and use consistent methods. Consequently, the children behave well and benefit from the positive approach and mutual respect shown. They offer regular praise and encouragement to children to provide reassurances and boost confidence.

Staff support children's imagination and learning naturally; they play alongside them, encouraging number and language development. For example, they ask, "*What colour, pa liw?*" and engage children in naming the colours in English and Welsh. They plan activities around themes and build upon this with children's ideas. Keyworkers plan focused activities for their allocated children and make observations of these to record children's progress and identify their next steps. They support children with additional needs through effective play plans.

Environment

Good

People who run the setting have created a safe and secure environment. Staff ensure only authorised entry to the building and all visitors are asked to sign in and out. There are well-maintained gates in place to ensure that children are kept safe within each room. All routine maintenance checks for the building are undertaken in a timely manner. Managers carry out appropriate risk assessments and review these on a regular basis. This process is carried out alongside staff members to ensure they can identify emerging risks. There are clear emergency procedures in place and fire drills are conducted regularly to ensure that all staff and children know how to exit the building safely in an emergency.

The nursery environment is well decorated with calming, neutral colours that give a relaxed feel. There are playrooms for each age group, with areas within each designated for messy play and mealtimes. There are designated sleep areas for younger children within the playrooms. People who run the setting have been creative in developing the sloped outdoor area to maximise available space and ensure the area is suitable for children to play in all weathers. Furniture is child sized, sturdy and promotes children's independence. Highchairs for babies have appropriate harnesses. Staff undertake daily checks to ensure their areas are safe and appropriate for children. Cleaning rotas evidence regular and frequent cleaning routines. There is a suitable number of toilet facilities which are well stocked with soap and paper towels to promote an infection free environment.

Both indoor and outdoor areas have a wide range of stimulating, age-appropriate resources that meet children's needs well. Staff store resources at low-level, so children can access equipment easily, which supports their independence. Trays and drawers of resources are labelled in Welsh and English together with a photograph to help children find what they would like to play with. Each playroom has attractive, stimulating displays of children's work or photographs of children with their families to foster a feeling of community and belonging. People who run the setting have ensured that children have access to resources of a varied range of natural and man-made materials together with real-life items. This stimulates children's interest and creativity. There are appropriate resources in playrooms to allow children to engage in active play indoors.

Leadership and Management

Good

People who run the setting manage and operate it efficiently. Their statement of purpose outlines the service the nursery offers. Parents are also provided with a detailed handbook containing information about how the nursery runs and its policies and procedures. They have a good range of policies and procedures that set a clear vision for the setting. Some of these were amended during our inspection visit and the disciplinary policy has been highlighted as requiring amendments to ensure it is specific to the needs of a childcare setting. People who run the setting review all policies at least annually and use efficient methods to ensure staff are aware of changes. All cars used to transport children have valid insurance, tax and MOT. People who run the setting carry out largely effective record-keeping, with required information kept for children and staff being stored and managed securely. Safeguarding information was not kept separately from other information. People who run the setting analyse accident and pre-existing injury forms regularly to identify patterns and actions required.

People running the setting show a commitment to improving the quality of the service provided. They undertake a comprehensive annual review of their service and write a subsequent report that clearly details targets and development focuses for the forthcoming year. They are responsive to complaints and deal with these promptly.

The recruitment procedure in place is robust and ensures all required information is obtained to evidence the suitability of staff to care for children. People who run the setting use efficient methods to identify when staff need to update their mandatory training or obtain a new DBS certificate. People who run the setting ensure there are enough qualified staff to care for children. Staff sign in and out of playrooms to document who is caring for children at all times. Staff we spoke with told us that they feel listened to and supported. They have regular supervisions and annual appraisals.

People who run the setting ensure staff are aware of the need to keep parents informed and to build good communication with them. Staff use a communication app to share day to day information with parents about their child. They also make focused observations on the app to ensure parents are aware of their child's development and next steps. Staff felt that this was beneficial as it allowed parents to know how they could support their child. Parents we spoke to were complimentary about the service they received.

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
30 (1) (a)	The registered provider has not ensured that medication records are appropriately maintained	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 10 - Healthcare	Ensure all staff follow the setting's hygiene policy.
Standard 5 - Records	Ensure that pre-existing injury forms are completed in a timely manner and signed by parents.
Standard 6 - Working in partnership with parents	Notify parents of children's behaviour incidents in writing.
Standard 5 - Records	Ensure that safeguarding information is stored separately.
Standard 14 - Organisation	Review the setting's disciplinary policy to ensure it is specific to the needs of a childcare setting.

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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