



## Inspection Report

**Wales 1 Day Nursery Limited**

**Wales 1 Day Nursery  
Wales 1 Business Park Newport Road Magor  
Caldicot  
NP26 3DG**



**Date Inspection Completed**

01/11/2022

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## About Wales 1 Day Nursery Limited

Type of care provided	Childrens Day Care Full Day Care
Registered Provider	Wales 1 Day Nursery Limited
Registered places	74
Language of the service	English
Previous Care Inspectorate Wales inspection	<a href="#">Manual Insert]</a> 13 August 2019
Is this a Flying Start service?	<a href="#">Manual Insert]</a> 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.

<a href="#"><u>Well-being</u></a>	<b>Adequate</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 settled and enjoy the play opportunities available. They are happy and confident in their surroundings and interact appropriately. Children have access to experiences that allow them to develop a range of skills and be independent.

In the main staff provide suitable care that keeps children safe. They promote a healthy lifestyle, ensuring children have opportunities to be active and get fresh air. Staff interact with the children in a way that supports their development and encourages social skills. Staff meet children's needs appropriately and they provide appropriate opportunities to support children's learning and development. Transition periods need to be reviewed.

The environment is secure. Management at the setting ensure children have a suitable amount of room in which to play and learn. Some safety features such as transporting children from one service to another when providing wrap-around care needs further consideration.

The management team have the required statement of purpose and policies and procedures in place. They have reviewed the care they provide and made some improvements that benefit the children and the care they receive.

**Well-being****Adequate**

Children make some choices about how they spend their time at the setting. They choose freely from the resources available to them and can choose between free play or more structured activities. We saw them moving easily between the activities and resources in their base rooms. During their day, children spend time in their groups in different areas such as base rooms, outdoors and the indoor activity room. Children are often confident to approach staff if they have a problem or need reassurance. They chat happily to staff as they play and learn knowing that staff generally listen to them and value what they say.

Most children are happy and settled at the setting. On arrival some children were reluctant to leave their carers but soon settled. Children have good bonds of affection with staff, and we saw younger toddlers having reassuring cuddles. Children cope with separation from their parents and experience care from staff who are kind, gentle and warm. Although there are routines in place, the transition sessions became unsettling periods of the day for children.

Children are beginning to form friendships at the setting, in line with their age and stage of development. Children mostly play happily alongside each other or together. For example, we saw toddlers laughing together as they explored under obstacles and children in the home corner co-operating and sharing resources. Most children are generally engaged and show respect for property and people. In the main children sit calmly at mealtimes and snack times. However, when these times became lengthy we saw children's ability to maintain their behaviour deteriorate in some groups.

In general, children are content and express enjoyment. Children concentrate and persevere with activities. We saw toddlers happily absorbed in the Halloween 'find the toy activity' and joining in enthusiastically with singing, smiling and laughing, eager to have their turn to choose the next song. Children have opportunities to develop their independence. We saw children feeding themselves, and older children pouring their own drinks. Children are encouraged to develop independent skills in using the toilet and washing their hands.

## Care and Development

Adequate

Care and development of the service is sound. Overall, staff implement suitable policies and procedures which promote children's health and safety. Suitable safeguarding procedures promote the welfare of children. Staff understand their responsibilities in reporting concerns to the room leader or the manager. Appropriate hygiene practices are in place, such as regular cleaning, handwashing, and nappy changing procedures. Accident and incident forms are completed and shared with parents. All meals are cooked and prepared on site. The nursery cook is confident about what foods need to be avoided for specific children with allergies. Staff have reminders on the board in each base room. However, during busy mealtimes, when food is plated up it is not evident straight away what food should be avoidable and to whom. This can cause cross contamination and impact on health.

Staff engage in children's play, becoming actively involved when it is appropriate to do so. For example, in the preschool room a member of staff put their hands into the water tray when they noticed that an older child was reluctant to play in the water but seemed interested. The member of staff invited the child by saying "*Ooo its lovely and warm, why don't you put your hand in and see for yourself*". The child was encouraged and soon joined in. Staff speak to the children in a friendly and age-appropriate manner. Most of the time, staff manage behaviour appropriately, using distraction and discussion to diffuse any unwanted situations. However, we noted that transition periods such as at mealtimes and getting ready for going out to play in the garden area took too long. As a result, most children got bored, tired, or showed challenging behaviour. For example, a child left waiting to go outside for play became distracted and started to squirt antibacterial gel on their hands several times. This can impact of their health as the gel has strong chemicals. During lunch time an older child moved to the floor wiping their hands on the carpet in a playful way. Staff invited the child to come back to the table to finish their food, on returning to the table the child continued to eat their food without washing their hands again. Younger toddlers who sat beautifully singing several songs waiting for snack to arrive, became tired, rubbing their eyes or stopped joining in with the singing.

Staff know children well and understand their individual needs and preferences. Observations and assessments currently on going are suitably written. Staff are working together to produce a formal system to plan and monitor children's development and achievements for the new curriculum in Wales rolled out in 2022.

**Environment****Adequate**

The environment is generally safe, secure and well maintained indoors and outdoors. Risk assessments are completed daily and regular fire drills are carried out. Annual Risk assessments identify the risks associated with the premises, any other outings and wrap around care. However, we saw that large groups of children were transported in the lift together. This can be a safety issue with regards to overcrowding. There are sound cleaning routines that reflect satisfactory hygiene practices. Infection control practises generally minimise any risk to children's health. Leaders have satisfactory policies and procedures in place to ensure that everyone is generally aware of their responsibilities in relation to the safety and welfare of children. However, supervision of children between the mini bus and the nursery during daily wrap around care was not consistent. This can impact on children's safety.

The rooms are light, bright, well decorated, attractive to children and there is sufficient space to play. There is an outdoor play area available which is well-maintained and offers some play opportunities for the children. However, there was no shelter to allow children to take cover in inclement weather. We saw children enjoying the garden, using their bikes on the marked-out roadway whilst others used the play house to role play. Staff ensure all age groups have daily allocated time to use the outdoor space for fresh air and play. In addition to the outdoor area, an extra indoor space is made available for further opportunities for physical activity and development.

Children can access good quality, clean, age-appropriate furniture, toys and equipment both indoors and outdoors. Toys and resources are accessible to children at their height enabling them to choose what they play with. There are sufficient resources in each room to keep children interested. For example, in one room we saw toddlers choosing from a variety of resources. One child playing in the toy kitchen, another spending time with the soft toys and books, another putting balls down a chute whilst another practised their physical skills of climbing over obstacles.

## Leadership and Management

Adequate

Leadership and management of the service is adequate. Most record keeping systems are available electronically, although connecting to the nursery's electronic device 'Family App' was troublesome during the inspection. Access to policies, procedures and some record keeping such as the training matrix was difficult, therefore not all up to date information was available on the day. These were sent to CIW in the following days. A suitable up to date Statement of Purpose is in place and provides an accurate picture of what the service offers. Registers and observations showed that staff/child ratios meet the required numbers.

A sound range of policies and procedures ensure that the service operates suitably on a day-to-day basis. Procedures for settling in new children have been adapted due to social distancing rules being relaxed, and when it is safe to do so parents are invited to bring their children for settling in sessions. Staff ratios show that staff are suitably qualified, and the management team have ensured that training such as safeguarding and paediatric first aid is rolled out intermittently.

Staff tell us that they feel supported and know who to go to if they have concerns. New members of staff undertake a brief induction programme, which includes reading and acknowledging that they understand nursery policies and procedures. However, on discussions with staff they felt a longer induction period would benefit them to embed what they have learnt. Staff told us that they would report any concerns they may have to the room leader or the manager, but they were unsure how the referral process worked. It is the responsibility of all staff to know how to make a referral in case they need to do so. In addition, new members of staff could clearly identify where the fire evacuation assembly points were but not all members had an opportunity to take part in a practice drill soon after starting their employment. The nursery is not able to provide an "Active Offer" of the Welsh language, although there is suitable use of incidental Welsh. Managers produce a suitable quality of care report, drawing on views of children, staff, and parents. Staff appraisals are conducted regularly and as part of this process staff are able to identify any training needs.

Partnerships with parents are good. A grandparent told us *"I pick my grandchild occasionally, but I know that the parents are happy with the nursery and find the venue suitable as it is so close to the motor way connections. Our grandchild always is happy when I collect and is full of smiles"*.



## Recommendations to meet with the National Minimum Standards

- R1. Ensure staff have a better oversight of the children during busy periods in the day.
- R2. Ensure that sufficient shelter is provided in the outdoor play area throughout the year.
- R3. Strengthen the procedure used at meals times so that children with food allergies or dietary requirement are visually identified.
- R4. Broaden the induction period so that staff have time to absorb the learning, so that they have a better understanding of their expectations, roles, and responsibilities.
- R5. Revise the procedure for using the lift when carrying children so that it is not crowded.
- R6. Closely supervise children while transporting them in between daily visits and outings.

### 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.

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