



## Inspection Report

**Pili-Pala Day Nursery**

**Mountain Hare  
Twynyrodyn  
Merthyr Tydfil  
CF47 0LH**



**Date Inspection Completed**

03/12/2021

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## About Pili-Pala Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Helen Southern
Registered places	49
Language of the service	English
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	Working Towards. The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.

## **Summary**

Children settle well and are happy. They have opportunities to become independent and develop their skills through a range of high quality creative experiences and play. They are able to follow their interests and make decisions about the activities they want to take part in. They access resources independently and make good progress in line with their age and stage of development. Children form close bonds with each other and staff, making them feel safe and secure.

Staff are very highly qualified and experienced. They have excellent knowledge of how to keep children safe and healthy and are confident with safeguarding procedures. Staff work consistently in line with service policies and effectively support children's needs. They plan a wide range of interesting and stimulating activities 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 good variety of indoor and outdoor toys, resources and experiences promote children's all round development.

The leadership and management of the setting is very strong. Managers listen to children, parents and staff and involve them in making decisions. Staff feel well supported and enjoy their work. They receive excellent development opportunities to keep their skills and knowledge up to date. All the required policies, procedures and records are in place. Parents are very complimentary, and speak highly of the staff and the care their children receive.

## Well-being

Children have a strong voice in a service that is child centred. They are confident to express their views because they know staff will listen to them. At lunchtime, we heard staff asking children what they would like to do that afternoon. They choose their activities freely and know they will receive help or support if they ask. They are familiar with the daily routines and know what to expect during the sessions, helping them to feel secure. We observed children moving freely between activities, making appropriate choices because they knew what is on offer and can access resources easily. Children develop good self-esteem, showing satisfaction with the wide range of play and learning resources available to them.

Children have strong bonds with staff, meaning that they are happy and settle well at the service. We observed children arriving happy and greeting staff warmly. One child, who was upset, received lots of attention and cuddles from their key worker. Children develop a sense of belonging because their work is celebrated and displayed. They have individual drawers for their belongings, offering a private space.

Children interact well with staff and peers. They are keen to please and respond well to praise and encouragement. We saw children approaching staff to chat or to ask for help. They are confident because they know staff will respond. For example, we observed a baby standing on their own for the first time. They received cheers and claps from staff, which caused great excitement. During lunch times, children sit at tables and we heard a lovely conversation between two children who were thoroughly enjoying each other's company. They are happy to share information about what they like to do, their friends and families. Nearly all children understand the need to comply with the rules for socially acceptable behaviour and show kindness and respect to others.

Most children are developing independence skills appropriate to their age and ability. They wash their hands as needed and understand the routine of tidying when activities change. Children use age appropriate cutlery independently to feed themselves. Most older children are able to use the toilets independently and access their own belongings as needed.

## Care and Development

Staff are very effective in keeping children safe and healthy. They follow rigorous safeguarding procedures and are confident in their role. Staff are highly qualified and most have worked at the service for many years, providing children with consistent care. They attend regular training and keep their knowledge up to date. Regular fire drill practices ensure staff and children are aware of how to leave the building safely and these are planned and recorded appropriately. Staff record all accidents and incidents in detail. Parents sign all records and the person in charge regularly monitors them. Staff have good knowledge of children's individual needs in relation to food preferences and allergies. The cook attends training and is confident in her role of providing appropriate food and drink. She provides children with healthy and nutritious meals and snacks.

Staff have lovely relationships with children, interacting in a kind, caring and patient manner. They act as good role models, treating children and each other with dignity and respect. They are consistent in their approach and mindful of children's age and stage of development when managing behaviour issues. On the day of the inspection, behaviour was very good and there was little need for staff to intervene. Staff encourage children to express their views and listen to their opinions, which helps them to feel valued. Staff working with younger children know them well and recognise all attempts to communicate. For example, a member of staff told us that a child was grizzly because they were hungry.

Staff support children's learning and development effectively. Key workers provide consistent care by a familiar adult. They observe and monitor children's progress and identify next steps in learning effectively. They plan and evaluate a good range of activities, which appeal to the children's interests. Key workers keep detailed records of children's achievement in their development books, which they send home to parents at the end of children's time in the nursery. These include photographs of activities and examples of children's work. Staff have good understanding of how to meet the needs of children with Additional Learning Needs. They work well with partners and attend training specific the needs of the children. For example, staff have recently attended training on autism. Staff promote the Welsh language effectively through use of incidental Welsh and displays. For example, during lunchtime we heard staff using Welsh to ask children what colour bowls they would like.

## Environment

People who run the service ensure the environment is safe and secure. There is spacious accommodation for children's activities set out over three rooms. Staff complete daily safety checks to identify and eliminate any risks to children's safety. Registers record the times children arrive and leave the premises. People who run the service monitor signing in and out of closely and ensure that they maintain staff ratios at all times. During the Covid19 pandemic, they only allow essential visitors to access the building. There are rigorous risk assessments in place for all areas of the setting, which include fire safety, Covid19 and all children's activities. The person in charge reviews and updates these at regular intervals, keeping notes of any action they take to mitigate risk. People who run the service ensure that they undertake all routine safety and maintenance checks for the building and appliances in a timely manner.

The environment is clean and welcoming. Throughout the day, staff carry out regular cleaning and sanitising of toys and equipment. Playrooms are welcoming and provide interesting areas for children to explore. For example, we observed a child in the pre-school room climbing and using a slide on a piece of large play equipment. Staff display children's work around the building, giving them a sense of achievement and belonging. Younger children and babies have suitable space to sleep. They have their own beds and blankets. Sleep spaces are calm and relaxing.

Children access a very good range of resources independently because they are stored at low level. They are age appropriate and promote children's curiosity and creativity. For example, we saw children totally engaged in messy play and painting. Furniture is of suitable size and design for the age range of the children. This supports independence. For example, children sit comfortable to eat.

The outside area is safe and secure with safety flooring. It is a large space that provides many opportunities for children to take part in physical play. Resources promote physical activity with large play equipment such as bikes and trikes. There is a large covered area, which means that children can access the outdoors in different weather conditions. The person in charge told us that they have plans to develop one area further, to provide opportunities for planting. This demonstrates their commitment to on-going improvement.

## Leadership and Management

People who run the service are highly skilled and experienced, manage the service effectively in line with the regulations, and regularly exceeds the National Minimum Standards. There is a clear statement of purpose, which provides an accurate picture of how the service runs. Leaders have a clear vision for the service and are enthusiastic about on-going improvement. They communicate ideas effectively with staff who share their enthusiasm. We saw a very good range of detailed policies and procedures, ensuring that the service operates smoothly on a day-to-day basis. The staff team consistently implement the service policies.

People who run the setting work hard to provide a quality care provision to children and their families. They produce detailed self-evaluation to reflect on their practice. They gather the views of children, staff and parents to inform the annual quality of care report. They use information effectively to identify areas they wish to improve and set realistic targets. For example, parents had suggested changes to the menu to include more variety and vegetables. We saw evidence that leaders had acted upon this.

Leaders have robust recruitment procedures to ensure the staff suitability to work with children. They maintain well-organised staff files. A strong culture of continuous professional development exists within the setting. The staff team are very motivated and enjoy their work. The individuals within the team complement each other and work together well. Leaders ensure that staff are well supported to carry out their roles. They undertake regular supervision and annual appraisal. During these meetings, they set targets for improvement and identify good quality training. Staff told us that that they feel valued and feel confident to talk to leaders with any concerns.

People who run the service have developed very effective partnerships with a range of agencies and with parents. They work closely with local authority officers to support children with Additional Learning Needs. They gather detailed information from parents prior to children starting at the service. Key workers produce one-page profiles for all children to identify the best ways to support them. They use an online app to share information with parents. Parents we spoke with were very complimentary of the service. They told us that their children experienced a homely environment with staff who are warm, friendly and extremely approachable. One parent stated that they are very impressed by staff who always follow procedures correctly which helps to put their mind at ease.



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

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

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