



Inspection Report

Schoolhouse Day Nursery

**Princess Of Wales Hospital
Coity Road
Bridgend
CF31 1RQ**



Date Inspection Completed

08/12/2021

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About Schoolhouse Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Schoolhouse Daycare Limited
Registered places	50
Language of the service	English
Previous Care Inspectorate Wales inspection	8 August2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service

Summary

Children have strong relationships with each other and with staff. They have a strong sense of belonging and express enjoyment in their day-to-day activities. They are developing excellent independent skills through child led learning experiences.

Staff interact positively with the children and show understanding and respect. They plan meaningful activities in order to meet the educational needs and interests of the children. They follow and understand policies and procedures, which effectively ensures the well-being of the children.

The environment is well organised and provides an excellent range of learning resources that develop children skills. The indoor and outdoor spaces are suitable for children. There are effective measures in place to keep children safe.

People who run the setting ensure a very good level of care for children. They invest and support the development of the staff, ensuring all staff feel valued. They have developed strong partnerships with parents. They make improvements where necessary in order to benefit the children in their care.

Well-being

The setting is very child-centred with a strong emphasis on children directing their own play and learning. Children are listened to and all attempts at communication are valued. Their individual needs are fully considered because the staff know the children well. For example, the needs of a child that is expressing herself using mainly non-verbal gestures are fully met with encouragement, kindness and warmth. Interactions are very good and the children have strong bonds with all staff. Nearly all children interact well with each other and have positive relationships. Pre-school children chat happily and intently around the table as one child hands the plates out. Younger children are learning to manage their behaviour, to cooperate, take turns and share. For example, children read a book together feeling and responding to different textures in the book.

Children feel safe and secure and have a strong sense of belonging. They were not perturbed by our visit and approached us confidently chatting happily about their activities. They were inquisitive asking "Who are you?" Children explore areas of learning independently. They are completely comfortable in moving from inside the nursery to the outdoor area. One child engrossed in her activity, was allowed to continue playing safely rather than join the alternative activity. She felt happy and safe to continue independently.

Children enjoy their learning and take part in staff led and independent activities. They are self-motivated to initiate their own play. Children in baby room are curious and enjoy exploring the play-based activities; they are interested and excited. One child, played with a reflective tray and tapped a silver spoon on the carpet, then tapped the spoons together. Others shriek with excitement and delight as they play with the toys in the water tray. Children who do not wish to participate are able to watch others playing or engage in other play activities of their choice. Children enjoy watching boats float on the water and smile to the camera as staff take photos of them at their play.

Children persevere and show sustained interest in activities, and they have considerable freedom to safely explore their environment. For example, a young child placidly crawls around the room exploring and looking at the objects and books before choosing one. They feel the book, open and turn the pages with total concentration. A group of pre-school children fully engage in a game for a sustained period. They take turns and show an interest in each other's shopping list in order to find out who will complete the shopping task first. There are numerous opportunities for children to develop their independence. In the baby room at lunchtime, children are able to use spoons to feed themselves and are learning to wear their own apron. In pre-school the daily 'Helpwr heddiw' having washed their hands, hands out the crockery. Children respond independently, smiling and thanking their friend. Lunchtime social interactions between children are excellent. Routines are embedded and the children are very familiar with them.

Care and Development

Staff are professional, appropriately qualified and take their role and responsibilities seriously showing professionalism and diligence. They have a good understanding of how to keep children safe and healthy. They wash their hands before assisting the children during meal times and ensure that every child has washed their hands before eating. Nearly all staff at the setting have valid first aid, food hygiene and safeguarding certificates.

Staff are skilful when they need to distract unwanted behaviour and consistently implement the 'Promoting Positive Behaviour' policy. Adult interactions are supportive and positive. During these interactions they recognise good behaviour using some incidental Welsh such as 'da iawn' and 'diolch'. They remind children and praise them, encouraging good behaviour and independence. Staff encourage a child struggling to wear their waterproofs saying "remember to take your shoes off first", followed with "good job, well done". They listen attentively and effectively question children to promote learning. During free play, staff effectively question children to develop their understanding. A child playing with an ambulance is asked questions such as "Hey, what's that dude? What colour is it? What sound does it make?"

They are friendly, responsive and attentive to the children. They encourage children to express themselves and ask them about their favourite play activity. Through the adopted 'Adventures of Alice' approach, they successfully plan for a wide variety of activities. This promotes curiosity, sustained thinking using play based learning and positive interactions. Detailed planning and assessment is used effectively to meet the educational needs and interests of the children. They assess the children and plan for their next steps. Activities are well planned and develop children's skills effectively from across most areas of learning. However, there are limited opportunities for Information Communication Technology (ICT). Children's individual needs are met and their progress is assessed, tracked and fed-back to parents. Parents praise this process. One told us how their child's interests in comic writing had been identified and nurtured in order to develop their literacy skills.

Environment

People who run the setting have implemented policies and procedures in response to COVID-19. They ensure everyone understands their responsibility in relation to the safety and well-being of the children. Hygiene practices are very good and include hand sanitising, temperature checks, PPE, regular cleaning of surfaces and touch points to minimize risk. Daily checklists are used effectively as a practical checklist in response to the setting's risk assessments. However, the risk assessments are not completely tailored and specific to the premises. The internal and external areas of the setting are safe. Fire risk assessments and maintenance records are updated regularly. People who run the setting continually seek to improve the setting by reviewing the environment regularly. They take action when needed. For example, it is currently working to improve the toileting facilities in order to ensure the best provision for the children currently attending the setting.

The environment is clean, welcoming and well-organised. It supports children's play and learning and ensures that children's needs are at the centre of the setting and its environment. It gives them the space to learn in an uncluttered and calm place, which has considered decoration and layout that supports children's development. They provide stimulating resources for all ages and stages of development. This promotes and nurtures personal and social skills, language skills and mathematical skills through sensory play, imaginative and creative play, small world activities, physical play and role-play. A number of age-appropriate multicultural books are available for the children. These, as well as an excellent number of play resources, engage the children's interest in wider society, and celebrate equality and cultural awareness. A home corner with 'real objects' such as a Welsh dresser and ticking clock provides the perfect area for children's development through role-play. These imaginative resources as well as robust wooden toys and furniture facilitate the teaching and learning opportunities.

Leadership and Management

The leadership and management of the setting is good. People who run the setting understand their role and responsibilities. They liaise with Care Inspectorate Wales (CIW) and other organisations in a timely manner. The newly appointed person in charge is settling into her new role at the setting. She benefits from the company's strong support network and established processes. Leaders ensure the statement of purpose complies with all the relevant regulations and meets national standards. There are suitable policies and procedures in place and records are kept.

The people who run the setting manage the staff effectively. They hold regular supervision and appraisal meetings. Staff feel valued and say that management team listens to their views and that team leaders provide good support. Staff are confident and passionate about their work and value opportunities to develop and lead in specific areas. They share good practice experiences with colleagues from the company's other settings, which has a positive impact on their role. Staff have completed the mandatory training including the latest training on the principles of Additional Learning Needs (ALN). This training has a beneficial impact on the outcomes for children that attend the setting.

Self-evaluating is reflective and identifies areas of strengths as well as areas of improvements by considering the views of parents. However, this process is not fully developed. Through their self-evaluation process they have identified peer observations as a tool to further improve interactions. Leaders set high expectations and actively encourage their teams. They are committed to the training and development of their staff so that they can deliver the best experiences for children. They promote and implement current best practice. For example, the Adventures with Alice is having a positive impact on supporting and scaffolding the children's learning through play. Parents are very complimentary of the setting and speak very highly of the staff and the care their children receive. They feel that they are well-informed on their children's development and progress. Many parents told us that they felt nursery staff had supported them and their children well during lockdown.

Recommendations to meet with the National Minimum Standards

- R1. Develop further opportunities for the use of ICT.
- R2. Tailor and review the premises' risk assessments.
- R3. Further develop the cycle of self-evaluation of the setting.

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

	inspection	
27	Staffing ratios must be adhered to at all times. This was not the case during the lunch time period.	Achieved

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