



Inspection Report

The Laurels

**The Laurels Day Nursery
Ty Nant Road Morganstown
Cardiff
CF15 8LB**



Date Inspection Completed

20/03/2024

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About The Laurels

Type of care provided	Children's Day Care Full Day Care
Registered Provider	The Laurels Morganstown ltd
Registered places	77
Language of the service	English
Previous Care Inspectorate Wales inspection	[22 November 2022]
Is this a Flying Start service?	[No]
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

<u>Well-being</u>	Excellent
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Excellent

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

Summary

Children are happy, settled and have extensive opportunities and experiences at the setting. They make effective choices from a wide range of activities and opportunities they wish to engage in. They are free to move between the resources available within the rooms and to follow their individual interests. They have very high-quality relationships with staff and each other and interact effectively at every opportunity. Children's social skills are extensive, highly effective and age appropriate.

Staff successfully keep children safe and thoroughly implement the setting's policies and procedures. Their interactions with children are consistently good and they support all the children's needs purposefully. Staff plan and offer a valuable and useful range of activities, with evidence of activities successfully led by the children's interests and suggestions.

The environment is of a consistently good quality. Nearly all rooms are welcoming and organised effectively and age-appropriately. Staff follow worthwhile infection control procedures meaning the environment is clean and safe. Staff undertake valuable risk assessments to ensure all possible risks indoors and outdoors are minimised. The setting has a beneficial range of quality toys and resources for indoor and outdoor activities.

Leadership and management of the service is very strong and highly effective. The high-quality staff work well together, from discussions, and are happy in their work. Consultations with parents, children and staff contribute to the development of the service. Parents speak highly of the care and opportunities their children receive. The Leader is very experienced, organised and dedicated to providing a highly effective service.

Children arrive happily at the setting and cope extremely well with separation. They are clearly very comfortable in their surroundings, their routines, and with all staff and adults. Although children have assigned keyworkers, they have formed very strong bonds with all staff, and each other which has a clear and very strong impact on their well-being. For example, children were seen showing empathy and care when concerned about upset children. Children understand that staff respond effectively to their needs and requirements, and always approach them confidently. For example, children taking resources to staff members and sitting on their laps or on the floor to engage with them.

Children have built strong friendships with each other and staff. They work together on various tasks and share resources extensively. For example, children offer to share building resources with others and are immediately congratulated for sharing. Children patiently wait their turn during all activities. For example, they take turns to use the various jigsaw puzzles, and with the arts and crafts materials. They are learning to manage their behaviours appropriately and respond well to praise and encouragement provided by staff.

Children effectively play and co-operate during all activities. Nearly all children have built positive friendships with each other. For example, children work together to build a wooden railway, share pieces of train tracks, and take turns to send trains along the track. Children communicate effectively with staff and each other during snack time and embrace the importance of being a social time which is encouraged. They show strong interest and engage extensively in the superb experiences available to them. Nearly all children show natural curiosity and use the opportunities they receive well. For example, the youngest children enjoy crawling and collecting various sensory resources within their reach. Children respond positively to encouragement. Examples include sharing books and resources and requesting staff to read a book with them.

Children are developing their independence skills successfully. Babies crawl around and climb, whilst some are starting to pull themselves up and walk along the furniture. During mealtimes, most children attempt to drink and feed themselves using age-appropriate cutlery. We heard one child proudly say *"Look, I'm eating my dinner by myself"*, with a big smile. Older children eat independently. However, independence in serving themselves is currently not encouraged. Toddlers and pre-school children attempt to put on and take off their own coats and use the toilet and wash their hands. All children help to tidy up after play and put resources away.

Care and Development

Good

Staff effectively and successfully keep children safe and healthy. They receive regular thorough safeguarding training and confidently understand their role to report concerns to the appropriate officers in line with the setting's safeguarding policy. They keep accurate signed records relating to accidents and incidents which are monitored and evaluated regularly. For example, valuable training was organised following a series of recurring incidents. There are effective systems in place to record the safe administration of prescribed medication and parents are kept informed of medicines administered. Nearly all staff hold paediatric first aid training, enabling them to deal with minor accidents confidently. Food provided to children is freshly prepared in the setting. There is a monthly menu of snacks and lunch which is balanced, healthy and nutritious. Staff follow clear procedures to manage food allergies or dietary requirements. For example, information is displayed in each room. They promote children's physical well-being successfully through effective use of the outdoor area. Staff have effective cleaning procedures as part of the infection control process including before and after snack times.

Staff have consistent good relationships and interactions with the children and are responsive and nurturing to their individual needs and interests. They nearly always sit at the same level as the children and encourage interaction and engagement. Staff are strong and effective role models. Nearly all staff use positive language and use consistent approaches to manage behaviours. We heard phrases such as, "*Oh you are sharing? That's nice of you.*" and "*Well done – you used your fork to eat.*" All approaches meet the children's age and understanding. Staff also manage behaviour with gentle verbal reminders. For example, "*Don't forget - walking feet*" and reminders at snack time to not to put their hands in their drinks and to use a spoon to eat. They continuously prompt and remind children to use manners like 'Please' and 'Thank you.'

Staff skilfully and effectively support children's learning and development throughout the setting. They plan a consistently good range of activities and experiences that appeal to children's interests but confidently adapt them when required. The sighting of a squirrel in the grounds led to children encouraged to observe through the window. Staff discussed a previous activity where chocolate powder was left on a tray since the week before. Effective questioning followed such as "*Do you think he'll leave some footprints?*" and "*Do you think he will eat all the chocolate?*" Children were excited and suggested answers that were valued by the staff. Staff monitor and track children's progress through regular observations, identifying worthwhile developments and planning next steps in children's learning. Nearly all staff have a good understanding of how to meet the needs of children requiring additional support. The setting works closely with various outside agencies and receive regular support when appropriate. Most staff promote the Welsh language and culture successfully, using simple phrases, words and displays.

Environment**Good**

The environment is clean, safe, and secure with staff implementing appropriate policies and procedures. People who run the setting ensure daily registers accurately record the time children, staff and visitors arrive and leave the premises. There are a range of risk assessments which are regularly reviewed and purposeful. These ensure that all staff know how to keep children safe during all activities. Staff conduct consistently good daily safety checks of the indoor and outdoor environments which are effective and identify and eliminate any possible risks. During the inspection, one room was not in use. They practice fire evacuation drills regularly. All staff are aware of evacuation procedures for both buildings. Leaders have suitable systems in place to carry out routine maintenance and appliances checks. These contribute to the safety of the premises.

The environment is warm and positively welcoming to children and adults. It is suitable to meet nearly all children's needs. The setting is situated across two buildings which successfully host a variety of beneficial and effective playrooms. Rooms are generally organised into well-resourced areas of learning. The areas promote valuable opportunities to develop children's curiosity, imagination, and development. For example, there are consistently good role-play corners, construction areas and resources and reading, and sensory areas. There are bright and colourful wall displays throughout each room, including photos of children engaged in various activities. Children have beneficial and valuable access to the outdoor areas, allowing them to play, learn and explore. There are a suitable number of children's toilets and nappy changing facilities which support children's independence.

Children benefit valuably from a good range of quality resources and equipment. These resources are suitable for children's ages and support them in meaningful play. For example, indoors there is a good selection of useful resources including jigsaws, soft cuddly toys, craft materials and books. Children benefit from age-appropriate storage of effective size and design which promotes their independence. The outdoor area has a variety of play items, including climbing apparatus, sand and water, effective shelter, and a play boat. The outdoor areas present children with worthwhile and beneficial opportunities which contribute to their physical development. There are several resources that promote multicultural awareness such as a range of story books, toy dolls and displays. Staff conduct effective checks to monitor the quality of resources. They effectively support children's interests and learning.

Leadership and Management

Excellent

Leadership and management of the setting is highly effective. People who run the setting are very strong and have an extensive vision for the setting. They have very high expectations and standards of their staff. People who run the setting challenge and support staff to do their best, offering effective opportunities for learning and development. For example, the Person in Charge (PIC) was absent during the inspection which did not impact on the running of the setting, or the care given to children. People running the setting conduct regular supervisions and appraisals to support staff in their professional development and training requirements. Excellent examples presented include staff required to evaluate their current performance, areas they feel need support, and areas for development and training. Planning documents also noted the opportunity to reflect what they did and what was successful. Staff noted they feel superbly supported by management and can confidently talk and discuss ideas and concerns with them.

The statement of purpose provides parents with highly effective information on how the setting is managed. People who run the setting annually review their policies and procedures and ensure staff implement them effectively. Strong record keeping systems are in place including children's contracts, detailed safeguarding records and high-quality staff suitability checks. People who run the setting notify Care Inspectorate Wales (CIW) of significant events as set out in regulations.

People who run the setting have effective systems for the evaluation of the service. They seek feedback from parents, staff, children, and outside professionals to strengthen and develop the quality-of-care for the setting. They ensure high-quality, qualified, and experienced staff are present to make sure children are always extensively cared for. There is a strong staff ethos of teamwork, working collaboratively to ensure the best experiences and outcomes for children. People who run the setting use highly effective induction processes to ensure staff fully understand their roles within the setting.

Partnerships with parents and outside agencies are very strong. Staff share regular daily updates with parents including snacks eaten, nappy changing, and various activities enjoyed. Parents told us that they are very happy with the care their children receive. People who run the setting have developed strong links with key professionals within the Local Authority, and external organisations. These links ensure appropriate knowledge of latest information, strategies, and developments to support children, especially children with Additional Learning Needs.

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
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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)
	No NMS Recommendations were identified at this inspection

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 further the older children's independence at snack time.

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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Date Published 15/05/2024