



Inspection Report

The Children`s Room

**13 St James Gardens
Uplands
Swansea
SA1 6DY**



Date Inspection Completed

06/06/2024

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About The Children`s Room

Type of care provided	Children`s Day Care Full Day Care
Registered Person	Elizabeth Byatt
Registered places	52
Language of the service	English
Previous Care Inspectorate Wales inspection	13 January 2020
Is this a Flying Start service?	Yes
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.

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

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

Children communicate confidently and know their wishes are considered. They feel happy and have good opportunities for their age and stage of development. Children enjoy the independence to do things for themselves and can do so confidently.

Staff understand and implement the majority of policies and procedures effectively in the main to keep children safe and healthy. They are warm and caring and provide positive interactions that ensure children feel valued. Staff support children well and provide interesting activities for them.

The setting is safe, secure and well-maintained. The premises is welcoming with plentiful of resources that are accessible to children. Furniture and equipment are of good quality, clean, and suitable for the children attending. There is a rear outdoor space that provides further learning and development opportunities, and staff ensure children use this daily.

Leaders work well with staff to provide a service that is focused on outcomes for children. They provide a range of policies to support the running of the setting. However, they do not always ensure the safeguarding policy and Wales Safeguarding Procedures are always correctly implemented. Leaders and staff develop good relationships with parents and keep them informed about their children.

Well-being

Good

Children are happy and have a good voice at this setting. They make purposeful choices and move around the setting confidently. For example, they choose where to play such as the role-play resources in the home corner or exploring the sensory area. Children enjoy making decisions as they take part in activities such as making special portions and soups using leaves, twigs and water in the outdoor area. Children are excited to show their creations to others with one saying *"Look at my special potion"*. Some children express themselves clearly using words and phrases. For example, at snack time, children can ensure their voices are heard and choose their preferred drinks and foods. They speak confidently and feel they are listened to by staff. Children who do not wish to take part in a planned activity say so clearly, and happily select different play resources.

Children are settled and cope well as they separate from their parents and carers. Children benefit from effective settling in processes and receive gentle comfort and reassurance from staff in terms of who was coming to collect them and when that would be. Children form close bonds with staff, which has a positive impact on their well-being and motivation. Children feel a sense of belonging and smile as they receive praise from staff for showing kindness to a friend or being an excellent helper at tidy up time. For example, *"well done," "excellent," "diolch yn fawr,"* and *"da iawn"*. Children are familiar with their routines and enjoy knowing what is coming next. For example, they know to line up for hand washing when it is snack or lunch time and calmly get ready when it is time for the school run. Staff create a calm and relaxed atmosphere for children to put on their coats and find their bags when it's time for school or home time.

Children enjoy their opportunities to play and learn. They show a keen interest and engage well in the range of experiences available to them. Nearly all children show curiosity and explore a variety of play opportunities. For example, they show excitement as they explore and innovatively create structures with poles and attachments successfully making houses and assault courses. Children laugh and smile with pride when staff praise them saying, *"waw, that's great, I love what you have made there that is amazing!"*. Most children concentrate for an appropriate amount of time and respond positively to encouragement from staff. They listen well, such as when they respond to music and movement songs. Many children feel a sense of achievement when they succeed in activities. For, example, when they successfully help tidy away the dressing up area and equipment and praised by staff for their efforts and teamwork in tidying up well together.

Children develop their independence skills effectively and nearly all children complete selfcare tasks independently. For example, during toileting, children independently wash their hands. They enjoy the process of using the soap dispenser independently and being able to turn off the tap and using the hand dryers to dry their hands. Children show pride as they learn to serve themselves at snack time, choosing what they wanted to go with their

crackers for snack and aid in pouring their drinks and tidying up. Children help themselves to play equipment and resources independently.

Care and Development

Adequate

Staff are experienced and knowledgeable. They promote healthy lifestyles, physical activities, and children's personal well-being. Staff manage risks effectively and keep children safe. In the main, they understand the setting's policies and procedures. However, they do not always have a clear understanding of safeguarding policy and procedures. During the inspection staff did not demonstrate clarity and consistency in respect of safeguarding reporting systems. Staff practice good hygiene and toileting is carried out respecting dignity and privacy. They wear aprons and gloves during snack preparation and ensure that foods served are varied, healthy and nutritious. They know the children very well and are aware of their individual needs. Staff allow time for children to make choices about what they wish to eat. Staff are familiar with their responsibilities to safeguard children with allergies and intolerances, and clear posters are displayed on the notice board in the kitchen as well as the information on the electronic App to support safe practices. Staff follow clear procedures regarding medication, accidents, and incidents correctly.

Staff communicate well with children and create a calm and relaxed atmosphere. They are good role models and interact warmly and purposefully throughout the session. For example, they sit with children during lunch and snack time, modelling good social and communication skills, leading to meaningful discussions. During snack we heard staff saying, *"Would you like some more of your cheese sandwich? Good boy. Da iawn"*. *"That is amazing, well-done children"*. Staff respond to children's requests and questions and interact with them in a kind and consistent manner. They are caring and sensitive to the needs and experiences of children, sharing a positive approach to managing children's behaviour. Staff move around the environment continuously and are always close by to support children and offer reassurance. They are at hand to offer praise and support when children use the toilet and talked us through the procedures taken when nappy changing. Staff praise children for being kind or sharing resources and this has a beneficial impact on children's behaviour and self-esteem. Their interactions with each other and with the children demonstrate respect and children are happy and content. Staff are good role models, and they thank each other when items and tasks are shared. Staff are alert to children who may have additional learning needs and the setting has an experienced additional learning needs co-ordinator.

Staff meet the needs of children effectively. They are motivated and enthusiastic and support children very well in their learning and development. Staff plan interesting and relevant activities for children, such as around seasons or festivals, as well as giving them lots of time for uninterrupted play.

They give children meaningful opportunities to learn about their community through visits to the local park for nature trips. Staff observe children and use this to plan some of their provision. They complete comprehensive records to help track children's development and implement effective observation and assessment systems in planning next steps for

children's individual development.

Environment

Good

People who run the setting provide effective measures and policies in place to ensure that everyone is aware of their responsibilities regarding the children's safety. They ensure the environment is secure and well-maintained, both indoors and outdoors. Visitors can only access when authorised to do so and complete the visitors' record system. Leaders carry out daily safety checks and keep purposeful risk assessments, which are reviewed regularly, as and when any additional measures are identified. They also keep effective and accurate fire risk assessments, and these are reviewed at least annually. They keep building and equipment safety certificates up to date. They maintain a daily register where children and staff are signed in and out of the setting accurately.

Leaders offer a friendly, warm, and welcoming environment. They provide good spaces for children with clean and open areas to play and learn, where they have the freedom to move around independently and safely. Leaders and staff prepare the play spaces carefully to allow children to have the best possible experiences. For example, a well-resourced playroom with many wooden, "real" and loose parts resources to enjoy, floor play, and an area where creativity and craft activities and physical free play can be enjoyed in line with the ethos of the Montessori curriculum. Outdoors, children have access currently to a two-tiered rear garden area. The lower area has a roofed gazebo which they utilise for messy play and pet corner. The upper tier a naturally shaded wooded area for physical creative and free play, mud kitchen and planting area. People who run the service confirmed they also use the local park for physical free play and activities such as bug hunts. People who run the setting offer a welcoming space for children to arrive and hang their belongings and for parents to share messages. There is a well-equipped kitchen, a confidential meeting area / room where staff can take a break. All paperwork is stored confidentially.

Leaders provide a very good range of age-appropriate toys and resources to stimulate children's curiosity. For example, age-appropriate tables and chairs and quality children's kitchen units. We saw a range of books, of small world play such as dinosaurs, farm animals, large construction blocks, musical, sorting, and multicultural resources. Many resources are of natural materials and some support diversity and cultural awareness. They ensure they are clean and well maintained.

Leadership and Management

Poor

Leaders have a vision for the setting and share this with others. They are enthusiastic about their work. Leaders have comprehensive policies and procedures in place and a purposeful statement of purpose, which contribute to the smooth running of the setting. They are knowledgeable about their regulatory responsibilities and are organised in reviewing policies, certificates, information, and records regularly. However, leaders do not always ensure the safeguarding policy and Wales Safeguarding Procedures are implemented effectively. Whilst the safeguarding policy met requirements and most staff have completed safeguarding training, leaders and staff did not have a sufficient understanding and confidence of the setting's safeguarding policy and procedures in relation to who they contact in the event of any safeguarding matters. Leaders and some staff are not confident in safeguarding reporting procedures. As a result, this is placing people's health and well-being at risk and we have therefore issued a priority action notice. The provider must take immediate action to address this issue.

Leaders self-reflect and complete an annual quality of care review and report, showing evidence of how they respond to feedback. They have good arrangements in place for identifying strengths and areas for improvement and all staff are committed to improving the quality of provision and outcomes for children. Leaders distribute questionnaires electronically and listen to the opinions and views of those who use the setting. As a result, they work continuously to develop their service of care.

Leaders are establishing a team of staff who work closely and effectively. Staff said that they feel they are a cohesive staff team and that the setting is happy place where they feel valued and well supported by the management team enabling them to fulfil their roles and responsibilities confidently. Leaders ensure effective suitability checks are in place and in line with regulatory requirements. They also conduct regular supervision and appraisal meetings and keep detailed records, which encourage reflection, effectively enabling staff to set personal goals. Staff mandatory training is up to date and regular training is provided as part of their ongoing professional development.

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
22	The Registered Person must ensure that staff, leaders and the designated safeguarding lead know who to contact, in all scenarios, if they have concerns about children in their care and ensure that all persons working at the setting know how to correctly and effectively follow and implement the setting's safeguarding policy and procedure at all times.	New

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 inspection	N/A

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

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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