



Inspection Report

Jolly Tots Day Nursery

**Unit 17
Ely Valley Business Park
Station Terrace
Pontyclun
CF72 9DZ**



Date Inspection Completed

26/06/2024

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About Jolly Tots Day Nursery

| | |
|---|---|
| Type of care provided | Children's Day Care Full Day Care |
| Registered Provider | JTDN Limited |
| Registered places | 90 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | 30 January 2023 |
| 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> | Good |
| <u>Care and Development</u> | Good |
| <u>Environment</u> | Good |
| <u>Leadership and Management</u> | Good |

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

Summary

Children settle well and enjoy their time at the setting. Their opinions and interests are highly valued. Children receive a variety of play opportunities and make choices about how to spend their time at the setting. They interact well with their friends and form strong relationships with staff. They are developing their independence well.

Staff have a good understanding of how to keep children safe and healthy. They are friendly and have fun with the children, providing nurturing care. Staff know children well and are responsive to their needs. Staff keep records of children's progress. They provide good support to children with additional learning needs.

The environment is safe and secure. The indoor environment is welcoming and inviting to children. The outdoor garden area provides a lovely space for children to be physically active and to play and learn. A range of toys, equipment and resources both indoors and outdoors promote children's play.

People who run the setting are motivated and dedicated to making improvements at their setting. They provide encouragement and support to staff and ensure that required policies and records are in place. They make continuous improvements to the service with the children's interests and needs at heart. As the inspection took place in term time, the holiday club has not been inspected on this occasion.

Children can make many choices at the setting. They choose freely from the available resources and toys, and between free play or more structured activities. Children of all ages are confident to express themselves as they know their wants and needs are considered. For example, we heard older children choosing if they wanted to wear aprons to eat their lunch and saw babies choosing which coloured bib they wanted to wear. Children chat happily to staff as they play and learn, knowing that staff listen to them and value what they say. For example, we saw children talking enthusiastically to staff during lunch time. Children's views and interests are considered when planning activities.

Children are happy, settled and cope well with separation from their parents. They form good bonds of affection and feel secure with staff who are kind, gentle, warm and know them well. We saw babies and toddlers having reassuring cuddles when they needed them. Children are familiar with the routines which they enjoy, and this adds to their sense of safety and belonging. For example, we saw children eagerly sitting down for lunch time and lining up readily for handwashing.

Children are learning to co-operate, take turns and share. They play happily alongside each other or together, and are beginning to form friendships, in line with their age and stage of development. We saw children sitting calmly at the table at meals and enjoy chatting to their friends. Children consistently interact well with their peers and staff. They are involved in making and understanding the rules of socially acceptable behaviour and they join in with songs and conversations about kindness and manners enthusiastically at circle time.

Children enjoy their play and learning at the setting and concentrate for suitable amounts of time. They confidently engage with a variety of toys and activities. For example, we saw children absorbed in a painting activity, fascinated to see the marks various implements made on paper, and other children playing together happily with dinosaur toys.

Children have good opportunities to develop their independence skills. We saw older children encouraged to try cutting up their food independently whilst being reassured that they could ask for help at any time if they needed it. They have opportunities to practice self-serving at snack time and are supported to develop their independence when toileting and washing their hands.

Care and Development

Good

Staff have a strong understanding of how to keep children safe and healthy. They are knowledgeable about the signs and symptoms of abuse and are aware of the setting's safeguarding procedures. They clearly understand their own responsibility to report any concerns. Staff record accidents and incidents and share this information with parents. People who manage the service regularly review this information to look for any patterns and trends. During the course of the inspection leaders improved this system to ensure they take immediate action to prevent further accidents whenever possible. Staff manage sleep for babies and young children very well and implement a thorough and regular procedure to check they are sleeping safely. During the course of the inspection, leaders began to review the systems in place for older children's sleep to ensure that older children always have plenty of opportunities for rest. Staff are very mindful of keeping children safe in hot weather and we saw them consider the temperature of the garden before they allowed children outside and encourage children to drink plenty during the day. Staff consistently implement the systems they have developed to safely manage food allergies. They keep accurate registers to show staff and children's attendance. Fire drill practices ensure staff and children are aware of how to leave the building safely. Staff promote health and hygiene effectively. They encourage children to wash their hands after playing outside and before food. Staff follow good hygiene procedures and wear disposable aprons and gloves when changing nappies and carrying out personal care.

Staff manage interactions and behaviour at the setting well. They show warmth, patience and kindness towards children. We heard staff encouraging children regularly with positive phrases such as '*Well done, da iawn*'. Staff also gently remind children to share, take turns and be gentle when playing. They have created some inventive songs to encourage children to learn about kindness and manners and we saw them sing these with the children as part of circle time. Staff role model good communication to children and promote a positive, cheery atmosphere with plenty of laughter and smiles. This sets the tone for the setting.

Staff at the setting work well with parents and other agencies to support children with additional needs. Staff naturally extend children's learning in their play and throughout the day by chatting to them about what they are doing. For example, we saw staff chatting to babies about the colours of objects they were holding. Staff know children well and naturally adjust the care they give to suit each child. There are daily opportunities for children to play and learn outdoors. Incidental welsh is used well at the setting.

Environment

Good

The premises are safe and secure. The entrance and fencing to the garden are secure and locked doors ensure only authorised access is granted. Routine safety checks and certificates for the building, fire safety equipment and appliances are in place. Records show that people who run the setting are vigilant in ensuring that the large indoor play frame is checked for safety regularly by an outside organisation. On the day of inspection this was closed for cleaning and inspection and so was not observed in use. The setting is registered with the food safety department at the local authority.

The environment is light and welcoming and child friendly. It is appealing to children and has a relaxed and homely feel. Base rooms are light and allow children space and freedom to move around as they play. At the time of inspection, leaders had very recently altered the configuration of the rooms to try and improve the setting for children. The new arrangement was under review and children were still getting used to their new rooms, whilst staff were preparing to feedback to leaders about the new arrangement after trialling it. Some aspects of the new configuration did not support the processes of the day well, for example highchairs were sited in an area where it was difficult to both feed children and supervise children who had finished eating. Leaders immediately addressed these issues as soon as they became aware of them and reconfigured the room to improve the environment for children. There are a suitable number of children's toilets and nappy changing facilities available, and children benefit from a layout which enables them to access the toilet independently. The outdoor area has been developed to provide an attractive space where children can make choices whilst they play and learn.

The setting has suitable furniture and resources to support children's independence. For example, child sized tables, chairs and low-level toy storage, suitable for the ages of children in all rooms within the setting. On the day of inspection children could freely access a range of resources in the new room configuration. However there were not enough resources freely accessible to maintain the interest of every child. During the course of the inspection leaders took steps to address this ensuring that a much larger range of toys and resources were available to children.

Leadership and Management

Good

People who run the setting have a strong sense of purpose, seeking to promote and sustain improvements and good outcomes for children of all ages. Children's wellbeing is at the centre of the nursery's ethos and people who run the setting are motivated to continually improve the setting. They provide information about the aims and objectives of the service in the Statement of Purpose. They are aware of the regulatory requirements and work hard to try and meet the National Minimum Standards. They communicate well with Care Inspectorate Wales.

People who run the setting carry out self-evaluation and plan for improvements. They obtain feedback from parents and children and produce a Quality of Care Report annually which supports them to plan effectively. People who run the setting work hard to keep up to date with ideas in childcare practice and consider how they might implement them into their setting.

People who run the setting have developed a very thorough induction process to ensure staff are fully competent in tasks for which they are responsible. There is a clear system in place to ensure that staff's Disclosure and Barring Service (DBS) checks are current. Staff files are up to date and people who run the setting undertake all relevant checks to ensure staff are suitable to work with children. Most staff have up to date mandatory training such as first aid and safeguarding and are provided with good opportunities for additional training. Staff we spoke to told us the setting is supportive and that they enjoy working there.

People who run the setting work in partnership with parents. They aim to provide an open atmosphere where parents feel they can ask questions about the care their children receive. They organise open educational sessions at the setting when children are not present to try and engage the community and parents, for example a monthly baby group. Leaders have links with other professionals. They ensure that when there are concerns about children's progress or development, they share information and work with parents and professionals to support children.

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.

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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| | inspection | |
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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) |
| Standard 22 - Environment | Continue to review sleep procedures for older children to ensure they can always rest safely without disturbance. |

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) |
| Continue to review the configuration of the base rooms, the resources, and how they are used by children to ensure that they are providing a rich play and learning environment. |

| 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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