



Inspection Report

Belle Vue Nursery Ltd

**Belle Vue Nursery
Belle Vue Road
Cwmbran
NP44 3LD**



Date Inspection Completed

10/01/2023

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About Belle Vue Nursery Ltd

Type of care provided	Childrens Day Care Full Day Care
Registered Provider	Belle Vue Nursery Ltd
Registered places	72
Language of the service	English
Previous Care Inspectorate Wales inspection	17/05/2018
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	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>	Good
<u>Environment</u>	Excellent
<u>Leadership and Management</u>	Good

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

Summary

Children are happy and settled and enjoy their time at the nursery. They feel safe and secure in the care of responsive staff who know them well. Children benefit from good opportunities for play and learning. They are offered rich chances to develop their independence.

Staff are professional, well qualified and highly motivated. They have a good understanding of how to keep children safe and healthy. They are patient, kind and caring towards children and each other. Staff support children's learning and development through a wide range of activities and opportunities. These are led by children's interests and developmental needs.

The environment is safe, secure, clean, and very well maintained. This promotes the health and well-being of all children. An extensive range of toys and equipment both indoors and outdoors promote children's play. People who run the setting have thoughtfully designed the layout of rooms to create an inviting space for children and to maximise their learning and development opportunities.

Leaders have a clear vision for the future of the setting, which they share with staff. They are highly motivated with a strong commitment to the continuous professional development of the workforce. They make continuous improvements to the service with the children's interests and needs at heart.

Children have many opportunities to make decisions about how they spend their time at the nursery. They can choose what to play with and can make choices throughout their day. For example, we heard toddlers being given the choice of playing inside or outside. Children of all ages and stages of development express themselves confidently. They know staff listen to their needs and wants and show an interest in their play. Children's voices are strong at the setting. Their interests are recorded and are considered when planning future activities. Children are very happy, settled, confident and enjoy attending the setting. They cope well with separation from their parents/carers and form positive emotional attachments with staff who know them well. We saw younger children confidently approach staff for reassurance and cuddles when needed. We saw children across the setting confidently asking for help and support from staff. Children eagerly invite staff into their play.

Children play well alongside each other according to their age and stage of development. Children are learning to be sensitive to the needs of others. For example, we saw a child go and find their friend's shoes when they did not know where they were. Older children are self-disciplined and understand the rules of socially acceptable behaviour. They show respect for people and take care of equipment and resources around the nursery.

Children are highly motivated and engaged in their play and learning. They enjoy a good range of interesting opportunities indoors and outdoors. For example, we saw children experimenting with water chutes outside, toddlers engaged in a puzzle activity, babies singing with smiles on their faces, and pre-school children thoroughly enjoying an activity exploring Welsh vocabulary using cartoon characters. There is a good balance between child led and adult led activities. Children have many opportunities to initiate their own play.

Children have exceptional opportunities to develop their independence skills. We saw young children independently feeding themselves and accessing their drinks throughout the day. Older children independently access the toilet facilities and wash their hands, with encouragement from staff where needed. Children are encouraged to learn new skills. For example, toddlers learn to wipe their faces and clear the table after mealtimes. Children are encouraged to put their coats and shoes on independently.

Care and Development

Good

Staff have a good understanding of how to keep children safe and healthy. They have up to date mandatory training including paediatric first aid, food hygiene and safeguarding. Safeguarding is prioritised and staff receive regular refresher training. They have an excellent understanding of their responsibilities to protect children. The cook makes healthy home-cooked meals and staff eat these with the children, creating a positive social atmosphere. People who run the setting have put systems in place to safely manage allergies and intolerances. Staff carry out fire drills for the whole nursery every six months and each base room carries out individual weekly drills. This ensures staff and children are familiar with evacuation procedures. Staff record accidents and incidents in detail and share this information with parents. People who manage the service regularly review this information to monitor trends in accidents, with steps taken to mitigate risks in the future. Medication records are completed thoroughly and there are good processes in place to ensure its safe administration. Staff are nurturing, sensitive, and alert to the needs of all children in their care. They work hard to ensure a child centred approach across the nursery. However, this sometimes presents challenges, in particular in the baby room when staff try and manage a range of individual needs. For example, when a staff member held a baby to help them sleep, they were unable to assist with any of the physical care needs of other babies.

Staff follow a comprehensive behaviour management policy to support children's interactions by reinforcing positive strategies. Staff show warmth, patience and kindness towards children and we heard staff regularly encouraging children with phrases such as 'good boy', 'Look fill it up, you're so clever, well done!', 'give yourselves a big clap'. Staff also gently remind children to share and take turns when playing. For example, 'be careful of your friend's eyes', 'it's ok we can all have one, you have the green one, he can have the orange one.'

Staff support children's learning and development effectively. They regularly observe children to track their progress and development. This information helps staff to recognise early on when babies or children may have emerging needs. Staff at the nursery work well with parents and other agencies to support children with additional needs. The setting provides an excellent variety of enjoyable first-hand experiences. Stimulating and challenging play and learning opportunities both indoors and outside are planned well. Staff naturally promote children's learning in their play. In the pre-school room, incidental Welsh is used well by staff and children. However, this is not consistent across the whole nursery.

Environment**Excellent**

The premises are warm, safe, and maintained to a very high standard. The entrance is secure; staff lock doors to ensure only authorised entry to the setting, and a visitor's log is kept. Thorough risk assessments are in place for the premises and activities that staff undertake with children. Staff keep children safe by completing detailed daily checks of the environment to identify and eliminate risks to children's safety. Routine safety checks and certificates for the building are in place including insurance certificates.

The setting is welcoming, child friendly and a superb environment for play and learning. It provides bright, spacious, and exciting areas for children to explore. Playrooms are organised in a highly effective manner that stimulates children's curiosity, exploration, and development. For example, areas including small world, ICT, reading areas, soft play, carpet area, role play area, mark making, and craft tables invite the children to play. The outdoor areas have been thoughtfully developed to increase the very strong opportunities for children to play and learn in the fresh air. Areas include growing vegetables, experimenting with water, and climbing. The use of the outdoors is promoted during all weathers. This is supported by good use of indoor space to allow wet weather clothes to dry. The environment is designed in a way that provides excellent opportunities for children to develop independence. For example, pre-school children can independently access the toilets, children are able to hang up their own coats as pegs are at their height. Toys, books, and resources are stored at children's height and are easily accessible to them. Wall displays show children's work, which gives them a sense of pride and ownership.

Each room contains very high quality and developmentally appropriate resources. There is a mix of natural and man-made materials with many attractive wooden resources. Real life and multicultural items promote children's awareness of equal opportunities and cultural diversity. Resources are clean and in an excellent condition. The outdoor area has a good range of equipment suitable for the ages of the children. Resources in the outdoor area are of good quality and promote children's curiosity and exploration. Staff implement training they have received, to develop innovative ways of using equipment outdoors.

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 leaders share this passion with staff, creating a highly motivated and positive team. People who run the setting provide information about the aims and objectives of the service in the Statement of Purpose. However, the Statement of Purpose did not reflect operational practice regarding COVID measures and room arrangements, at the time of inspection. This has since been rectified.

Leaders manage the service well and promote a positive culture of openness, encouraging communication between the management team and staff. They continually look for ways to improve the service. They consult with staff, parents, and outside agencies to seek suggestions. For example, leaders saw how the pandemic had generally impacted children's language development. In response to this, they sourced specialist speech and language training to increase skill and knowledge across the nursery to support children's language development.

There are robust recruitment processes in place. People who run the setting have implemented a good induction procedure for all new nursery and agency staff. Checks are carried out to ensure staff are suitable to work with children. There is a clear system in place to ensure that staff's Disclosure and Barring Service checks (DBS) are current. All staff have up to date mandatory training such as first aid and safeguarding. They receive good opportunities for additional training. There is a high proportion of qualified staff at the nursery. All staff receive regular supervisions and annual appraisals, which enable them to celebrate their strengths and identify areas for development. There is a strong culture of continuous professional development which is modelled by leaders. Staff we spoke to told us that they felt valued and supported by the management team.

People who run the service work in partnership with parents. They keep parents well informed about the care the children receive via an app the nursery uses for communication. Leaders have good links with a wide range of professionals, including the Local Authority specialist teacher, Speech and Language Therapists and Health Visitors. 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. Parents we spoke to value their relationship with the nursery and told us they always felt able to approach staff. They expressed high levels of satisfaction with the nursery and the care their children receive.

Recommendations to meet with the National Minimum Standards

R1. Ensure consistency in the Welsh language across the nursery.

R2. Review routines for sleep, and support for exploratory play in the baby room to ensure all children's needs are consistently met.

R3. Ensure the Statement of Purpose fully reflects operational practice at the nursery.

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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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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