



# Childcare Inspection Report on

**The Green Giraffe Day Nursery**

**Unit 2  
Dunleavy Drive  
Cardiff  
CF11 0SR**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



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## **Description of the service**

Green Giraffe Nursery is registered with Care Inspectorate Wales (CIW) to provide full day care to 78 children. It is located on a retail park in the Cardiff Bay area of the city. The service is open from 7:45 to 18:00 each week day and provides care for children from six weeks to five years old. The registered person, Andrea McCormack is the owner of the nursery and also has a second service with the same name which is situated in the city centre. There is a suitably qualified and experienced person in charge who has day to day responsibility for the service. This is an English language service which uses a significant amount of Welsh during the sessions.

## **Summary of our findings**

### **1. Overall assessment**

Children benefit from a stimulating range of interesting experiences and opportunities. They are mostly well-settled and at ease in their surroundings and engage appropriately with other children and their carers. Key workers have a good understanding of the developmental needs of the children and are proactive, providing good care and support. The environment is attractive and well-maintained and benefits from an enclosed outdoor area. There is a well-defined management structure and the registered person and person in charge liaise closely to ensure all processes and systems work well. Leaders are responsive to recommendations made during the feedback process.

### **2. Improvements**

This was the first inspection after registration.

### **3. Requirements and recommendations**

There were no non-compliance matters identified during this inspection.

Recommendations to improve practice included the monitoring of the babies' sleeping arrangements and the need for meal times to be better planned and organised. These are discussed in the report and summarised at the end.

# **1. Well-being**

## **Summary**

The service provides children with valuable opportunities to develop a good range of skills and knowledge which promotes their all round development. Warm and nurturing care is provided to children who benefit from positive experiences and interactions.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children are supported to make their own decisions about how they spend their time.

We saw a good balance of adult led activities alongside children's self directed play. Children are mostly confident to express their needs and engage with staff and all attempts at communication are valued and encouraged by staff. We observed children expressing their views and choices during a group activity involving stories with animal sounds. Children are confident to say when they want to change activities and know that their opinions are taken into consideration. Routines are changed to prioritise children's needs and snack time is brought forward when children are showing signs of hunger. Children in the older age group are involved in the planning of activities. We saw evidence of this when the children were learning about mini beasts and collecting worms and butterflies.

Children gain increased self esteem by expressing themselves freely.

### **1.2 To what extent do children feel safe, happy and valued?**

Children feel secure and experience positive emotional attachments to their carers.

Children are cared for in base rooms which reflect their age and stage of development. Key workers ensure that all information relating to children's care needs and personal preferences is shared to ensure consistency and safety. Children are provided with individual space in drawers for their personal belongings. They are treated with respect and tenderness by staff who know them well. We saw one child who was unwell receive close attention and comfort from her key worker until her mother arrived to take her home.

Children's feelings are well considered and acted upon which enhances emotional wellbeing.

### **1.3 How well do children interact?**

Children generally play well together and are learning to share and cooperate.

All children are in the early stages of understanding their emotions and feelings. They are learning how to develop coping strategies to deal with disappointments and challenges. Children are mostly able to wait for their turn for food at mealtimes and some are happy to share and cooperate with others. We saw some children helping others when assistance was needed and one child comforted another when he tripped in the outdoor area.

Children experience positive interactions with other children and their carers and form valuable and constructive relationships.

#### **1.4 To what extent do children enjoy their play and learning?**

Children enjoy a good range of interesting and stimulating activities.

There are good opportunities for outdoor play and regular visits to the local parks and community facilities. Children are able to explore the environment freely and benefit from both child-led and adult led play activities. They enjoy creative experiences with paint, play dough, crazy foam, mud and other materials and feel a sense of satisfaction when they take home examples of their work to show to their families. One parent told us that her child likes to 'play being at nursery' when at home as she enjoys the activities so much.

Children engage and persevere in play based activities and gain a sense of achievement and pleasure from their activities.

#### **1.5 How well do children develop, learn and become independent?**

Children have good variety of experiences that enable them to develop new skills to promote their learning and development.

Children are supported to develop some self help skills which include accessing the toilet, washing hands and tidying up. We recommended that older children are provided with opportunities to be more involved in meal activities such as laying tables, choosing and serving their own food and clearing away after meals. Some children take part in chopping fruit for snack and enjoy this experience. Children told us they liked playing outside and we saw them having fun, running and using climbing frames and the slide. The balance beam is a popular activity and children show pleasure and a sense of accomplishment when they successfully reach the end. The Welsh language is used intermittently throughout the sessions and a number of children clearly understand simple conversations.

Children's development is promoted by the quality and variety of experiences available to them

## **2. Care and Development**

### **Summary**

Systems and procedures in place are in place. These mostly ensure that staff have the knowledge and skills to provide a safe service which promotes positive outcomes for children. Regular monitoring of systems ensures that the health and safety of children is prioritised.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff ensure that children are well cared for and kept safe.

There is a safeguarding policy in place and all staff have undertaken child protection training. The person in charge told us that she and her staff are confident to identify any risks to children. There is also a clear understanding of the process to refer any concerns to the appropriate authority. We recommended that the person in charge and her deputy attends advanced safeguarding training to gain a more in depth knowledge of procedures. No safeguarding referrals have been made. There is a process in place to monitor any existing injuries of children when they enter the nursery and parents are asked to sign to show that this information has been transferred.

We saw information relating to the management of children's allergies and intolerances on the walls of each base room. This included updated information from parents. We also noted from records that there have been some instances where these processes have not been effectively managed, although no child has suffered any harm. The processes have been strengthened to include different colour bowls to indicate preference, intolerance and allergy. In-house training is provided to all staff during their induction. The two cooks work closely with staff to maintain up to date records for all children's food needs. All food is fresh and nutritious and cooked from scratch each day following a four week changing menu. We discussed the need to ensure that all updated information is rigorously managed and shared.

We saw that medication was not stored appropriately during our visit as it was placed in a box on a shelf in the office rather than in a locked cabinet. The person in charge told us she intended to put in a new system at once to take into account the storage recommendations of the supplier and ensure a cabinet already purchased was used.

All staff have undertaken paediatric first aid training and are confident to manage any minor incidents.

Systems are mostly effective and keep children safe and well but some additional actions must be undertaken to strengthen procedures.

## **2.2 How well do practitioners manage interactions?**

Staff manage children's interactions effectively.

There is a behaviour management policy in place which staff use to guide their management of interactions. We saw that they are consistent in their approach and provide realistic boundaries for children to follow. The staff told us that they are at all times mindful of the age and stage of development of children when supporting them with behaviour issues. We observed staff using soft tones, praising and encouraging children. Staff maintain a calm environment and told us that if needed they would take a child from a difficult situation and use distraction techniques to help the child to refocus. Charts to identify any triggers or situations to avoid for individual children are in place where needed. All incidents are recorded and discussed with parents and strategies agreed to manage any behaviour.

Staff promote children's emotional well-being by using positive behaviour support strategies.

## **2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?**

Staff generally provide nurturing care which meets children's needs.

Staff mostly respond to children's care needs with skill and affection. However, in the Pumpkin Patch room for children 16 to 24 months, we observed that routines were poorly organised. The food arriving from the kitchen was late and when it arrived it was too hot and needed to be cut up. Children became unsettled and distressed and needed attention from staff who were busy dealing with the food and drinks. During the feedback session the person in charge told us that she would ensure that staff liaised with the kitchen staff and children are not asked to sit at the table long before their food is ready. We also observed that although staff ratios were maintained, there not enough staff allocated to meal times in the Strawberry room to ensure that children receive their food in a timely manner and are not kept waiting.

Children are allocated key workers when they start at the nursery. Information on children's routines is provided by parents who attend settling-in sessions with their child. Some children have up to four sessions until they are settled. Planning takes place on a daily basis and themes are decided upon monthly. Children's interests are taken into account when planning activities. A fire engine had visited the nursery and children told us they enjoyed this event and were excited to discuss their experiences. Key workers carry out observations on children and plan and set achievement targets. Each child has a large book to display their work and photographs of them engaging in activities. We did not see any evidence of outcomes of the planning and meeting of targets and discussed this with the person in charge. Children who attend the nursery come from multi-cultural backgrounds and their heritages are celebrated throughout the year. All children are respected as individuals and parents are invited to take part

in seasonal and cultural activities. Over the last year celebrations included Eid, Hanukkah, Chinese New Year, St David's Day and Easter.

Staff assess children's needs effectively and ensure that appropriate support is provided. However, some routines need to be reviewed



## **3. Environment**

### **Summary**

The nursery operates from a large, two storey building which has been adapted specifically for the service. It is spacious and well designed to provide good opportunities to promote children's learning and development. Managers ensure that safety is prioritised and that good use is made of the available space. Children are cared for in one of five base rooms which match their age and stage of development.

### **Our findings**

#### **3.1 How well do leaders ensure the safety of the environment?**

Leaders ensure that all safety systems are implemented effectively.

There is a CCTV system which monitors each part of the building and which is viewed by managers from the office throughout the day. Daily risk assessments are carried out by room leaders as well as actions on checklists at the start and end of each session. We saw cleaning charts which outlined tasks on a daily, weekly and monthly basis. Staff are clear about their roles and responsibilities and plan ahead when they are in charge of any particular task. This extends to activity planning, organising the resources and clearing away. We noted that heavy furniture was attached to the walls and large windows have been fitted with strong wooden rails to protect children.

Accidents are well-recorded and monitored regularly. Information from these records feed into risk assessments which are adapted as appropriate. A register is taken each time children play outside in the garden and when they return. Fire drills are carried out quarterly and responsibilities are rigorously outlined to staff during induction. All drills are recorded and any hazards identified are acted upon. Fire safety checks are carried out weekly. The fire risk assessment is carried out by a fire safety consultant.

Leaders ensure that the safety of the environment is given a high priority with robust monitoring systems in place.

#### **3.2 How well do leaders ensure the suitability of the environment?**

The facilities are attractive and welcoming and provide a rich environment for play and learning.

There is a fingerprint recognition system in place which ensures that only authorised people have access to the building. Records are kept of all visitors who are expected to sign into the building. The premises are well-maintained and decorated and have high quality furnishings and resources in each room. The layout of the environment promotes children's independence and is child focused. Each of the five base rooms has adjoining toilet facilities or nappy changing areas. There is a designated room to prepare milk for babies and a separate sleeping area for babies leading off the Strawberry room. We noted that cots are close together and discussed the safety

aspect. Greater space should be allocated between cots in this room to ensure that children do not have access to other cots when they wake.

There is a spacious, well-equipped staff room as well as a large office for confidential conversations which overlooks the entrance foyer.

Managers ensure that the environment is maintained to a good standard to provide a secure and stimulating service to children. Some amendments are needed with regard to space between cots to ensure children are kept safe from other children.

### **3.3 How well do leaders ensure the quality of resources and equipment?**

Leaders ensure that all children have access to a wide range of good quality, developmentally appropriate play and learning resources indoors and outdoors.

We saw that The Public Health Wales audit tool is used to monitor infection prevention and control and to ensure that the service is up to date with current guidance with regard to health and hygiene matters. Children have access to appropriate furniture, equipment, toys and materials suitable for their needs. All resources are of a high quality and well maintained. The person in charge told us that any broken toys or resources are discarded immediately. All furniture and resources are carefully chosen and the use of wooden furniture and natural fibres is preferred. The outside area is flat and provides children with a good space for physical activities. Additional resources have recently been purchased after a consultation exercise with parents who suggested a greater choice of activities in this area. This included a mud kitchen, a planting and growing area and some wheeled toys. Good attention is given to sustainability and the use of a wide range of recycled items. Parents provide the nursery with recycling resources and we saw a car in the Plum Tree room made from a large box.

The quality of resources and equipment supports the development of children's skills and knowledge.

## **4. Leadership and Management**

### **Summary**

Leaders have a sound vision and sense of purpose which sustains improvements and good outcomes for children which is shared with staff and parents. There are effective systems in place to monitor and evaluate all procedures and which promote a culture of safety.

Leaders provide good support to staff who feel valued and who receive regular developmental opportunities and supervision.

### **Our findings**

#### **4.1 How effective is leadership?**

Leaders ensure the service mostly complies with the Child Minding and Day Care Regulations 2010 and use the National Minimum Standards (NMS) to guide their practice.

The service is well organised and has a clear vision which is based upon Montessori childcare principles. Training and mentoring is provided to staff to ensure that a good understanding of these expectations is embedded. There is a statement of purpose in place which is detailed and comprehensive. This document does not always accurately reflect the service in action and we discussed with the person in charge the need for this to be changed. This relates to the assertion that the service 'exceeds the ratios of staff to children as outlined in the NMS'. Leaders ensure that any changes or updates of the statement of purpose are sent to CIW as expected.

There is a training matrix used to record staff training completed and when it needs to be updated. All staff have undertaken child protection training and 14 staff have completed paediatric first aid.

The responsible individual is well-informed about all aspects of the service and has a pivotal role in organising and planning the service. She divides her time between her two services and is readily available as needed. It is clear she knows the children well and has good relationships with many parents. We heard the Welsh language used with parents and intermittently during many sessions and each of the base rooms has at least one fluent Welsh speaker. Children are developing an understanding of the language through songs and rhymes repeated daily.

Effective leadership ensures that systems and procedures work to provide good quality service and positive outcomes to children.

#### **4.2 How effective is self evaluation and planning for improvement?**

Leaders have good systems in place to plan for service improvement.

The responsible individual told us she is in the process of completing the required quality of care report. This is a self assessment of the service which requires providers

to use information from children, parents and staff to reflect on the quality of the service and any improvements needed. The responsible individual understands that this document is required by CIW after one year of operation. Regular evaluations of the service take place in team meetings where staff plan activities and collectively reflect on the success of sessions. Staff told us that they were encouraged to voice their opinions and share ideas about any improvements needed in team meetings and in one to one supervision sessions. There is a complaints procedure in place and any complaints are investigated thoroughly by the person in charge. Records show all complaints have been dealt with satisfactorily.

There is a robust improvement plan in place which outlines actions to be taken within clearly defined timescales. Improvements planned include the new 'link-up application' for parents' use, behaviour management training for all staff, the purchasing of additional resources and the review of risk assessments.

There are effective and workable systems and procedures in place which support service developments.

#### **4.3 How effective is the management of practitioners, staff and other resources?**

The team is deployed effectively in each of the base rooms and all staff are clear about their responsibilities.

We saw confident staff who told us they enjoyed their work and felt well supported. Staff files show evidence of rigorous inductions and initial training before they started working with children. Staff are expected to familiarise themselves with all policies and procedures during this time. There is also a system in place where each month one policy is highlighted in turn to ensure staff keep updated.

All information to demonstrate a safe and rigorous recruitment process is in place. All staff files included Disclosure and Barring Service (DBS) checks, references and evidence of their work histories. Staff do not start working at the nursery before their checks are completed. Staff receive regular one to one supervision sessions where they are able to reflect upon their roles and discuss any relevant personal development requirements and service issues. Agency workers are used to replace absent staff. No agency staff are left with children unattended. The person in charge is not counted in the ratios of staff to children but helps out when needed.

Leaders provide effective support and guidance to staff to ensure good outcomes for children.

#### **4.4 How effective are partnerships?**

The service works well with parents to establish trust and clear communication.

Key workers are responsible for ensuring that all relevant information relating to the care and wellbeing of children is in place before they start attending the nursery. Meetings are held with parents to update any information which is recorded in children's files. Two parents showed us the 'app' which is used to provide information to parents throughout the day. This is valued and provides reassurance to them. Parents also told inspectors

that they had attended a recent evening meeting to discuss their children's progress and to meet the staff and that this was welcomed. We viewed 18 questionnaires returned by parents which provided them with an opportunity to state their views on all aspects of the service. These were all positive and any suggestions put forward form part of the improvement plan of the nursery. Regular newsletters are sent out and there is good information on the notice boards in the foyer relating to menus and any planned activities. The service has links with a number of agencies which provide support as needed. This includes education, health and Welsh language support.

Leaders maintain good relationships with partners to maximise the benefits of the service to children.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement:**

- Support children to develop self help skills at mealtimes;
- extend the space between cots in the baby sleep room;
- ensure babies are constantly monitored in the sleep room;
- ensure adequate staffing to feed babies in the Strawberry room;
- information relating to children's allergens should be shared with all relevant staff and managers should ensure all staff are kept up to date with changing information;
- mealtimes are planned to minimise the amount of time children are kept waiting;
- medication is safely stored at all times;
- children's developmental records include targets and assessment of outcomes;
- the person in charge attends advanced child protection training and
- the statement of purpose accurately reflects the service provided.

## 6. How we undertook this inspection

This was a scheduled, full post registration inspection which also considered a number of concerns received. One inspector undertook an unannounced visit to the service for eight hours on the first day and four hours on the second day. We observed the children and the care they received throughout the sessions using our Short Observational Framework for Inspection (SOFI) tool. This enables inspectors to observe and record life from a child's perspective and captures children's engagement and the care provided;

- we made a visual check of the premises inside and outdoors;
- we spoke to a number of children, six parents, a cross section of staff from each of the four base rooms, the two cooks, the responsible individual and the person in charge;
- we looked at the information held by us submitted at the time of registration;
- we looked at a wide range of records. These included the statement of purpose, risk assessments, health and safety documents and the safeguarding policy. We also looked at four staff files and four children's files and
- we provided detailed feedback to the responsible individual and person in charge at the end of the inspection.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Andrea McCormack
Person in charge	Leah Grisdale
Registered maximum number of places	78
Age range of children	0-12 years
Opening hours	7.45-18.00 Monday to Friday
Operating Language of the service	English and Welsh
Date of previous Care Inspectorate Wales inspection	First inspection
Dates of this inspection	22 and 23 August 2018
Is this a Flying Start service?	No
Is early year's education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This is a service that is working towards providing an 'Active Offer' of the Welsh language. We recommend that the service provider considers Welsh Government's ' <i>More Than Just Words follow on strategic guidance for Welsh language in social care</i> '.
Additional Information:	