



# Childcare Inspection Report on

**Little Ferns Glenboi**

**Glenboi Community Primary School  
Abercwmbol Isaf Road  
Mountain Ash  
CF45 3DW**

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

**This report is also available in Welsh**



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## **Description of the service**

Little Ferns Glenboi is registered to provide care for up to 20 children from 2 to 5 years. The service operates from a class room in the grounds of Glenboi Primary School and is run by the Fern Partnership as part of the Flying Start programme. There are suitable facilities on site and an appropriate area for outdoor activities.

The responsible individual is Nikki Beach and Dawn Mills is the person in charge. The main language is English, and the service is working towards providing an 'Active Offer' of the Welsh language as it provides many bilingual opportunities for the children.

## **Summary of our findings**

### **1. Overall assessment**

Children that attend the service are happy and content and enjoy the time spent with the staff and their peers and the activities provided. Staff respond to the children's requirements and the relationship between them is relaxed and happy. The staff are well qualified and very experienced and they know the children well. They are well motivated and strive to make a difference in children's lives.

### **2. Improvements**

None identified.

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

We recommend that the person in charge ensures that all documents have been returned to staff files.

# **1. Well-being**

## **Summary**

The children are happy, confident and content and enjoy their time at the service. They feel comfortable in their surroundings and this promotes their self-confidence and their social development. They enjoy a happy and caring relationship with the staff and attention is given to individual needs. The children benefit from attending the service and they receive warm and respectful care.

## **Our findings**

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

Children receive maximum attention, are listened to and are given many opportunities to express what they would like to do.

Children benefit from a wide variety of activities to choose from and an extensive selection of resources to complete these activities. We saw children engaging in a variety of activities, which they had freely chosen as soon as they arrived, such as playing with Lego, playdough, a train track and dolls. Children changed activities when they wanted. Children responded positively when they were asked 'who wants to play outside?' and those who played outside chose from a variety of activities. During these periods of free play, we saw children moving freely between the inside and outside areas. Children chose when they visited the 'café' for a snack. We saw that children's voices were listened to during group activities when requesting story time or which song to sing. Children received good support in understanding and communicating in the Welsh language. We heard children singing, following general instructions, discussing the weather and colours through the medium of Welsh.

Children have a strong voice and many opportunities to express themselves.

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

Children are happy and content at the setting, and they are becoming confident as they know the service well. Many of the children were confident and happy to chat us and included us in their play.

We saw that children enjoyed warm relationships with staff, and that this motivated them to show respect towards others and their peers. We heard children thank the staff without prompting, and the staff reciprocated by thanking them for helping or being kind. When children arrived at the setting most of them engaged with an activity immediately, while some were a little fretful. Children receive ample attention to help them settle, and parents often stay a little while to play with their children as part of the "Make Time for Me" scheme which operates at the service. We saw pictures of arranged activities where parents participated in a variety of activities with their children. Children feel valued because their achievements are celebrated. Examples of work are displayed on the walls, which reflect the diverse subject areas covered.

Children feel comfortable and content in the care of the staff and they are treated with respect and dignity.

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

Children interact well and are learning to control their behaviour, co-operate, take turns and help others. They are learning how to build relationships.

Children benefit from consistent and regular encouragement about acceptable behaviour. They receive positive persuasion, constant praise and the use of gentle voices to encourage them to demonstrate positive behaviour. This stimulates the children to behave in a way that is acceptable to others and to gain praise from the staff. The children reflect the behaviour that is modelled constantly by the staff. We saw children totally immersed in their activities and happily interacting with each other. They played happily in groups and had opportunities to play individually. During snack time a member of staff sat with the children and encouraged them to converse with one another to create a social atmosphere around the table. At tidying up time, most of the children were happy to help, and singing a song was encouragement for all to join in.

Children are led by a good example on how to build a happy relationship with others and also to respect others.

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

Children thoroughly enjoy opportunities to play and learn, and they were fully engaged in the activities provided for them.

We saw that children enjoyed playing, were industrious and inquisitive when learning and responding to questions from staff. Children had much fun as they engaged in structured group activities. We saw them doing different movements to music and enjoying story time; they enjoyed taking part and answering the questions asked. Children worked in smaller groups when a focused activity was taking place to enable observations of their learning. When playing outside we saw examples of groups of children engaging in imaginative play as they rode their bikes on the road, which was drawn for them in chalk and role playing in the hair dressing salon in the Wendy House.

Children enjoy a good balance of structured activities and free play, which gives them the opportunity to make simple decisions and to learn and develop through play.

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

The children receive varied opportunities to develop, learn and become independent.

Children are encouraged to develop and become independent. Children are learning well at this service as they are given encouragement to develop linguistic and numeracy skills. Children put on and take off their coats independently as they move freely between the indoor and outdoor areas. They wash their hands independently at

appropriate times, but help is available to those who are in the process of learning these skills. At snack time children demonstrated their growing independence. The daily helper distributed plates and children helped themselves to food using tongs to reach for toast and a spoon for the fruit. Children also poured their own drink of milk or water, and after finishing their snack every child cleared their own plates and cups. Children were encouraged to help tidying up as they sang a song to support this. This gives children a clear understanding of their responsibilities.

Children are given positive support to learn and become independent and to follow personal interests.

## **2. Care and Development**

### **Summary**

The staff are familiar with and show a good understanding of key policies and procedures and they know when and where to seek help. Staff follow procedures to ensure that children are kept safe and healthy and interact well with others. Staff plan activities, track children's progress, and promote their development.

### **Our findings**

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

Staff practice a broad range of procedures to ensure the safety and health of the children.

Staff follow procedures to ensure children are kept safe. In conversation we found that members of staff were familiar with the Child Protection policy and knew which steps to take if any concerns arose. The outside door and the gate to the securely fenced outdoor area is kept locked. Any visitors to the service are required to sign in and a daily register of children and staff is kept and was seen to be up to date. We saw that detailed risk assessments were put into practice and any changes and actions taken were recorded. We saw evidence that fire drills are held every half term. Children's safety is further promoted by staff who keep a detailed accident and incident book and are qualified to give first aid if necessary. Staff also promote children's health, as tables were cleaned and disinfected before snack time and children encouraged to wash their hands. We observed the nappy changing procedure, and found that infection control guidelines were adhered to. Staff reminded children with runny noses to wipe their nose and a game was created to hunt down the tissues to ensure that they did so. A drink of water is readily available for children at all times and any spillages cleared immediately. Children also receive a healthy snack.

This is a well organised service and staff take extensive steps to ensure that they successfully keep children safe and healthy.

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

The staff promote positive behaviour at all times. The children are treated with respect and are continuously given a clear example of acceptable behaviour.

The staff have built a warm relationship with the children, which creates a friendly environment in the setting. Staff provided good attention to the children and treated them with dignity and respect, constantly asking children, 'Would you like to...?' As staff engaged children in conversation they modelled positive interactions which were reflected in the children's respectful behaviour, especially when staff suggested 'shall we share?' Staff reminded children of their safety and any risks that arose, using positive persuasion and reasoning with children. Staff responded immediately to any unwanted behaviour, and through patient reasoning and discussion persuaded a child to share with others. Children were encouraged to interact with each other at snack

time and with staff as they chatted about the food they were eating. We found that staff and children interacted well and staff were able to develop their relationship with the children as they chatted with them about their families and hobbies.

The staff set appropriate behaviour boundaries while allowing the children the freedom to be relaxed and happy.

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

The staff have provided a motivating environment where children can play, learn and develop. The person in charge is aware of every individual's development and this is fed into the activity plan. The staff are aware of individual needs and respond appropriately.

We saw staff encouraging linguistic development by giving children constant attention and guiding conversations. Staff modelled good use of language in both English and Welsh so that children can follow suit. The staff were aware of the need to vary activities regularly in order to keep children interested. This was evidenced in the activity plan with structured and informal activities taking place at the same time. Weekly planning takes place and contributions from children and staff are recorded. Staff kept observational and development records which identified skills being targeted to encourage individual development. We saw examples of 'My Busy Book' which recorded children's developmental steps and celebrated their achievements. A settling in review is conducted after a period of six weeks after a child starts at the service, and children are scored termly on social, literacy, numeracy and physical skills, which enabled staff to satisfy individual needs.

The staff provide a stimulating environment and activities for the children to promote their development.



### **3. Environment**

#### **Summary**

The service operates from suitable premises. The environment is colourful and welcoming and has ample space for free play. The toilets are easily accessed. There is a kitchen area which children do not have access. There is a suitable area for outdoor activities, which provides opportunities that enrich children's experiences.

#### **Our findings**

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

There are procedures in place to ensure that children receive care in a safe and clean environment.

There was plentiful space for children to play freely in the room. Staff are aware of risks when resources and toys are left lying around, and children were encouraged to tidy up after themselves and put toys and resources away after they had finished with them. Actions in the risk assessment are adhered to. Staff also conduct a daily safety assessment of the environment inside and outside before children arrive and records and we saw the records. The outside area is secure and safe for children to play freely and the gate is kept locked.

Leaders consider and assess any risks that arise continuously. They have succeeded in creating a motivating environment, which is safe but also gives children opportunities to experiment and develop.

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

Leaders provide an environment that is suitable for children. There are plentiful resources and space, which meet individual needs. The playroom is set out and planned to promote children's independence and development.

The playroom is large, airy, colourful and welcoming with a display of the children's work on the walls, which gives children a feeling of belonging. The room is set out in varying experience areas, which reflect the foundation phase ethos. This includes a reading corner, the home corner, water play area, sand play area, construction area, role play area and art and crafts. The outside area has also been set up into different experience areas where children's imaginative play is encouraged. We saw many of the children taking care when riding their bikes along the road that had been drawn for them, making sure they stopped at the crossing. All the facilities are easily accessible for the children. Staff make good use of display areas in the cloakroom, with important information and reminders for parents.

Leaders have succeeded in creating a welcoming environment, which enrich children's experiences.

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

Leaders make the best use of the room for the benefit of the children and provide quality resources and equipment, which are appropriate.

The furniture is appropriate for children and of good quality. They provide a wide range of resources which are clean and in suitable condition and which are checked by staff daily. Resources, toys and books were easily accessible for the children to facilitate their independence. Some of the experience areas featured resources from everyday life, for example in the home area there were proper cups and saucers and fresh vegetables which enriched the role play of children. Many of the resources show that attention is given to multi- cultural and bilingual themes. They had sustainable materials and we saw many wooden resources and furniture.

Leaders have successfully gathered a wide range of resources and equipment to encourage children's development, all of which were of very good quality.

## **4. Leadership and Management**

### **Summary**

The responsible individual and person in charge are aware of their responsibilities in relation to the Childminding and Day Care (Wales) Regulations 2010.

### **Our findings**

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

The person in charge gives strong leadership to staff and ensures that policies and procedures are detailed and organised. They contain appropriate information and staff's understanding is monitored.

We saw that the policies and procedures file was complete and up to date. During discussions with staff it was clear that they are familiar with the content and incorporate the required procedures into their daily practices. We found that children's files contained all the information needed to keep them safe. The statement of purpose was current and contained all the information required. The leadership is strong and staff co-operate well as a team. Staff have a well-defined role to play in the planning of activities and they share visions for the service.

Leaders offer effective and supportive leadership and look for ways to improve and develop continuously.

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

Procedures have been put into practice to monitor the quality of the service, and beneficial changes are made to the service and the children's care.

The service is monitored regularly and we saw the detailed report of the Quality of Care Review. There were structures in place for self-evaluation and targets were set for improvement. Success will be measured and reported upon in the next quality of care report. Staff are evaluated and monitored regularly. They have an opportunity to share planning ideas in their weekly staff meetings. Parents and children expressed their opinion of the service in questionnaires. We saw a sample of these and found the responses were very positive and complimentary with some parents stating that they would like the service to operate for additional hours.

Leaders are aware of the importance of self-evaluation in order to develop and improve and effective procedures are practised. This is beneficial for children who attend the service.

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

Leaders are very experienced and manage staff and resources well. They delegate responsibilities to the team when appropriate

We saw staff collaborate well as a team and support each other. We saw staff take over from colleagues when the need arose, for example while one member of staff was preparing a snack, another member of staff continued with activities for the

children. This led to continuous care and attention for children at all times. Members of staff knew what activities were planned and their individual roles. The staff are well supported and are given opportunities to express opinions in self-evaluation monitoring. This enables leaders to give staff ownership of decisions taken. The staff are given steady and positive leadership and the planning of the activities and equipment is shared. We looked at staff files and found that on the whole they were organised, however due to recent changes in partnerships running the service some documents had not been returned to the appropriate files.

Leaders ensure that staff work effectively and diligently as a team to ensure good quality care for the children. Responsibilities are shared successfully and are positively managed.

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

Leaders ensure there is a good relationship between the service and the parents, with regular and open communication pathways for the benefit of children's wellbeing.

We had an opportunity to speak to some of the parents who praised the service and were very positive about the development of their children and staff's commitment. They found staff to be approachable if they had anything to discuss, and commended them for giving time to do this daily. The service works in partnership with national preschool support organisations and respond to their recommendations to improve the service. The Make Time for Me scheme has strengthened the partnership with parents as they work together for the benefit of children.

Leaders have built a close relationship with parents to enable staff to make the best decisions regarding the care of all the children. Parents are provided with regular updates regarding children's welfare.

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

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

None

### **5.2 Recommendations for improvement**

- Ensure that all documents have been returned to staff files.

## 6. How we undertook this inspection

This was an unannounced visit. The inspection took place on Thursday 11 October 2018 from 8:50 – 13:30. A feedback session was included in this time. We observed activities indoors and outside. Also:

- we looked at a wide range of documents including policies and records, children's files;
- we observed practices and activities during the inspection and undertook a SOFI2 inspection to gather evidence on children's connection and the care provided by staff, and
- we spoke at length with the person in charge and staff .

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

## 7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Nikki Beach
Person in charge	Dawn Mills
Registered maximum number of places	20
Age range of children	2-5 years
Opening hours	9:00 – 11:30; 12:15 – 14:45 Monday to Friday (School term only)
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This is the first inspection
Dates of this inspection visit(s)	11 October 2018
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This service is working towards providing the Welsh Language active offer.
Additional Information:	