



Childcare Inspection Report on

Forge Fach Day Nursery

**Forge Fach Resource Centre
Hebron Road
Clydach
Swansea
SA6 5EJ**



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Description of the service

Forge Fach Day Nursery was registered by CIW (Care Inspectorate Wales) in March 2008. They provide full day care for a maximum of 19 children. The service is located within an annex at the Forge Fach Resource Centre, Clydach, Swansea. The registered person is Rowena Bent. The named persons in charge for this service are Rowena Bent, Kirsty Thomas and Sarah Thomas. The nursery is open Monday to Friday, 7.30 a.m. to 6.00 p.m.

Summary of our findings

1. Overall assessment

Children attending the nursery mostly enjoy their play and learning and staff treat children with kindness. They are cared for in a suitable environment. However, some action is needed in relation to some aspects of the practice at the nursery in order to improve children's overall well-being.

2. Improvements

During the course of the inspection, the provider was informed that they were not compliant with regulations in relation to Hazards and Safety. However, during the course of the inspection the provider has taken prompt action, as a result of being notified that they were not compliant with regulations in relation to:

- the baby room is being used more regularly for children under the age of 2 years;
- children now sleep in their designated sleep rooms;
- privacy and dignity is being adhered too when nappy changing;
- children have their own individual blankets for sleeping;
- milk is dispensed at snack times and returned immediately to the fridge;
- the rug in the main base room was being replaced;
- the trailing cable leading from the phone located in the dining section of the baby base room had been made secure;
- the vacuum cleaner located in dining section of the baby base room had been removed to a more suitable location and
- better use had been made of the space in the toddler and pre school base room with a greater provision and variety of activities in the form of rotational work stations in line with the Foundation Phase of learning for early years.

3. Requirements and recommendations

We made the following recommendations:

- to ensure that the registers of attendance are being updated daily to clearly reflect times in and out for both staff and children in each section and to include staff break cover so that it is clear which staff are caring for which children at any given time;
- leaders to undertake and record regular risk assessments more regularly;

- all staff to wear gloves and apron for nappy changing;
- children are provided, and have access to toys and equipment that is age developmentally appropriate so as to promote the children play, leaning and development ;
- to forward a copy of the latest updated statement of purpose to CIW;
- staff to update child protection training;
- all staff files to be fully complete with a staff photograph;
- all staff to work in line with policies and procedures for example the staff jewellery policy;
- all staff to undertake lunch breaks in appropriate areas within the service;
- all staff files are now fully complaint with regulatory requirements
- all children to be provided with a greater range of planned and structured activities and
- a copy of the completed quality of care report should be forwarded to CIW.

1. Well-being

Summary

Children attending Forge Fach Day Nursery settle quickly, are listened to and make some choices. Children interact well with one another and with the adults caring for them. Children enjoy to an extent the range of free play and limited planned activities on offer and regularly take part in indoor and outdoor physical play. Children have easy access to some toys and resources.

Our findings

1.1 To what extent do children have a voice?

Children at the service are listened to and speak up for themselves. However, some improvements need to be made.

Children are able make some choices and decisions. They had opportunities to express themselves. Children had some choice of what they wanted to play with. Babies moved between activities confidently. Older children chose between play resources that were available to them in the main base rooms with many children opting for playing with construction blocks, choosing books from the reading corner and enjoying imaginative play in the home corner. Children chose whether they wanted milk or water to drink at snack time. However, during the inspection visit we saw that babies had a limited choice of activities to choose from and their ability to freely move around was restricted. This is because staff had placed them in the older toddler room where they were unable to access a range of toys and equipment that was developmentally appropriate for their age range.

Children have a voice to some extent.

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

Children are happy, settled and relaxed and new children feel welcome and included.

We saw that children had formed positive attachments with their keyworkers as the children were observed as being happy, secure and settled. We saw that the children separated from their parents or carers comfortably and with ease. All children settled in quickly at the service and happily chatted to the other children and staff. We observed the children getting toys and resources which were easily accessible and saw that the children were happy to be included in activities.

Children are happy and have positive bonds with the staff members

1.3 How well do children interact?

Children play alongside each other showing an understanding of what is acceptable behaviour and an understanding of right from wrong. Older children know the rules. They

are able to express their own feelings and are considerate to the feelings and emotions of others.

We observed that the older and younger children interacted well with one another. Older children were able to sustain collaborative play whilst being happy to help the younger children in some activities, including sharing construction blocks and discussing their creations with much animation and enthusiasm. We heard the children praising each other and talking about what they had created. For example, some children shared openly that they were very happy with the large interlinking jigsaw puzzle they had. The children spoke to each other and the staff members respectfully whilst happily negotiating about sharing the equipment and resources.

Children behave and interact well with one another.

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

On the whole, children enjoy the limited range of planned activities as well as free play that the nursery provides for them. However, improvements need to be made.

In the baby and pre school section, we saw the children sustain interest in activities for age appropriate amounts of time such as cars and garage, stacking toys, construction toys. However, the planned activities available to the older children were limited during the inspection visit to farm and animal set in the morning, cars, assorted vehicles and garage and some puzzle activities in the afternoon. We saw children in this section enjoying free play, but again this was restricted due to what the children were able to access. We saw children enjoying an outside play session.

Children enjoy their play and learning but at times have restricted opportunities due to the limitation of planned activities afforded to them.

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

Children are starting to become independent. Most are confident to try things before asking for help however not all children are provided with the appropriate help and support.

We saw children involved in some activities. They were confident to try out new challenging activities independently before asking for help from a staff member. Children tried their best to place on coats and shoes independently. During snack time we saw children help themselves to water and at lunch time they were encouraged to eat their various lunches which they have brought in from home. However, we observed that the younger children needed more assistance with this task but the staff members did not always sufficiently support them. For example, children did not receive support as they struggled with a fork. Older children ate their meals independently and returned their plates to staff when they had finished. Children's identified needs were not always fully supported by staff and as a result children's independence was not always further developed and nurtured at the

service due to the children having a limited number of workstation activities available and to choose from.

Most children are not always able to develop a good level of independence and follow personal interests.

2. Care and Development

Summary

Staff interact well with children and show care and affection for them. They create a relaxed atmosphere. Staff provided a limited range of activities and play experiences. Staff in the main meet some of the needs of the children via caring interactions and keeping the children safe and happy. However, improvements need to be made regarding infection control.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have attended relevant child care training. For the most part, staff ensure that children's individual needs are met. However, they do not always effectively follow all policies and procedures to keep children safe and healthy.

Staff had undergone most training necessary to help keep children safe and healthy including paediatric first aid and food hygiene. However, records seen indicated that child protection training was in need of updating. The service had a rating of 5 from the Food Standards Agency in relation to food hygiene. At the time of the inspection, there were clear policies in place regarding the safeguarding of children and the policy had been amended to include information in respect of 'Prevent Duty and Radicalisation'. Accident and incidents had been recorded and parents had been informed of these, but the registered person was advised to ensure that all accident and incident recording were completed in a timely manner and principles of confidentiality adhered to. Medication records were fully completed and the correct procedures followed when administering medication to a child. Staff did not always follow infection control procedures. For example, they did not wear disposable gloves and an apron when serving food. Privacy and dignity was not always afforded to children when being nappy changed due to the fact that the door to the nappy changing room was left open and children were changed in full view of the children playing in the main base room. The younger children did not have regular full use of the baby section, as often this section was used for babies and pre school children to sleep in. Additionally children did not always have their own blanket to sleep with and we observed that blankets were shared with other children. Children were offered the opportunity to use a drink station at snack time. However, we observed that the ice cubes were used to keep the milk cool, although this was ineffective as the milk dispenser was left out some time and the general temperature within the base room was warm. Although staff stated that they undertook and recorded indoor and outdoor risk assessments, these were not effective as the registered provider had failed to act upon the remedial actions identified and required. Staff are not always efficient at keeping children healthy and safe.

2.2 How well do practitioners manage interactions?

There is a behaviour management policy in place which is understood and practised by the staff to good effect.

Discussion with the staff and observation of their practice demonstrated that they understood and implemented this policy consistently. For example, we saw a staff member talking to a child who was crying as he wanted the toy car held by another child. She said gently “no, we need to share, are we going to share?” and offered the child another toy truck that was similar. The child accepted the alternative truck and was praised for “nice sharing” and was told “well done”. Before snack, the staff gave the children time for some free play whilst they cleaned the dining area. Prior to commencing the afternoon activities staff asked all the children to help clear away the toys that they chose for free play. They praised the children who co-operated by saying their name and complimenting them, for example, “good job tidying up!”

Staff manage behaviour well.

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

Staff know the children well. They are familiar with their individual needs and strive to meet them.

We saw records of children’s needs and preferences which included each child’s likes, dislikes and general routines. We saw that staff cared for the children in line with this information, for example, some babies were settled to sleep in cots and others in pushchairs or reclining baby chairs according to parental requests. We saw lists of children’s specific food allergies displayed in the main base room and kitchen and through discussions; staff demonstrated that they were aware of each child’s dietary needs. Staff introduced basic incidental Welsh throughout the nursery and we saw some bilingual displays for example colours and numbers. Staff introduced Welsh songs, months of the year and week days at circle time. We observed a sample of children’s files which evidenced that staff recorded and maintained children’s development.

Staff promote children’s play, learning and development well.

3. Environment

Summary

The environment provides children with opportunities to play indoors and outside. On the whole, it is safe although part of the indoor area needs re-assessing to ensure children are kept safe at all times. Resources are of good quality and suitable for the age range of the room, but not always readily available.

Our findings

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

Leaders have arrangements in place to ensure that the environment is clean, and the nursery is secure from unauthorised access at all times.

We were asked to sign in upon arrival and saw that the visitors' book was used regularly. The service operated from numerous rooms within an annex at of the main Forge Fach Resource Centre building. The main building was which was used by other local groups. The leader ensured any access to where children were cared for remained locked and accessible only by staff. We saw records of fire drills, which were carried out regularly. The heating system had been checked and tested and all electrical equipment had been PAT tested in February 2018. Heating appliances were covered by safety guards. In addition, leaders had detailed risk assessments in place for indoors and outdoors but these had not been reviewed regularly. Prior to the production of this report the registered provider confirmed that the rug in the main base room was being replaced; that the trailing cable leading from the phone located in the dining section of the baby base room had been made secure and that the vacuum cleaner also located in the same area had been removed to a more suitable location.

Leaders do always ensure the safety of the environment.

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

The environment is welcoming and spacious. The layout promotes children's independence some of the time and is maintained to a reasonable standard.

Leaders had use of several rooms within the building including baby section and sleep room, large base room for older children, children's toilets and nappy changing area and kitchen area. The area where children ate their meals was suitable for young children. The base room for older toddlers and the babies contained a smaller quiet area, a home corner, play kitchen, small table and chairs, music corner, dolls and prams as well as a variety of dressing up outfits. The baby room was also well equipped with sensory and musical toys as well as interactive activity centres, sit on toys and baby relaxers. The sleep room was set up for children and babies to sleep peacefully. There was a designated enclosed area to

the rear of the premises for the purpose of outdoor play, which allowed plenty of space for children.

Leaders adequately ensure the suitability of the environment of the time.

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

In the main leaders provide a good variety of clean, age appropriate toys and equipment.

We saw a wide range of clean toys and resources We saw that the toys reflected the diversity of society. We observed that staff had regularly completed checks on the cleanliness and standards of the toys. In the older children's room, leaders had distinct set out play areas which were well resourced with educational toys, puzzles, sand play, construction toys and arts and crafts materials. In the younger children's area we saw that the leaders had stored a wide range of suitable toys. There were also fun ride on toys and both areas had quiet spaces with comfortable furnishings and books. Outdoors there was a variety of play equipment a play castle, ride on toys, balls and hoops. However, staff did not bring out sufficient equipment for the babies during our first visit to the service as they were being cared for in another base room which resulted with the babies being provided with limited play opportunities and choice. Prior to the production of this report the registered provider confirmed that better use had been made of the space available in the toddler and pre school base room with a greater provision and variety of activities in the form of rotational work stations in line with the foundation phase of learning for early years and that babies were making full use of their base room and the toys and resources that were suitable and age developmentally appropriate for them.

Leaders did not always ensure that there is a sufficient range of age and developmentally appropriate toys and resources that promoted choice.

4. Leadership and Management

Summary

Leaders at the Forge Fach Day Nursery ensure that the service is correctly staffed. Leaders ensure that clear policies and procedures are in place. However not all policies are adhered to. The paperwork is comprehensive and organised. However, leaders do not always follow a robust system in respect of maintaining staff files and adhering to all policies and procedures in place for the service.

Our findings

4.1 How effective is leadership?

Leaders have a sense of purpose and the statement of purpose in the main is correct, but needs updating. Leaders ensure that policies and procedures are updated regularly.

Leaders had a statement of purpose in place, which needed updating to clearly reflect the service provided. There was a comprehensive range of policies and procedures and these had been reviewed. However, staff do not always follow the policies and procedures especially in relation to the staff jewellery policy. Leaders maintained a range of children's records, such as contracts, information forms, settling in questionnaires and parental consent forms. From a sample of these documents seen at the time of the visit, it was apparent that these had been completed consistently for all children and all relevant permissions had been sought to include the use of a closed Facebook page for the service.

Leadership is sufficient with areas for improvement.

4.2 How effective is self evaluation and planning for improvement?

Leaders had an effective system in place for reviewing the service and planning ongoing improvements.

Leaders had completed the annual Self Assessment of Service Statement by the closing date. The leaders had implemented a process for reviewing their service and making improvements which included issuing questionnaires to parents and carers. Two parent/carers spoken to at the time of the inspection stated that they were happy with the quality of care that their child was receiving and that they were progressing well at the service. Leaders confirmed that they were due to complete a full quality of care report by the end of July 2018 and a copy of the completed quality of care report would be forwarded to CIW on its completion.

Leaders are striving to make improvements to their service

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

Overall, leaders implement a safe recruitment procedure although there are areas to improve.

Leaders were visible and provided effective support and guidance. Leaders followed a recruitment process and maintained staff files. We viewed five staff files and these were mainly compliant. However, some were missing photographs on file. Leaders ensured that staff had regular supervision, which was every three months. Mandatory staff training had been completed and there was a system in place to identify upcoming training required for staff. We did not see any evidence of annual appraisals and leaders told us they were due to be carried out this term. We saw that staff had relevant qualifications with some working towards a higher level. Staff told us they enjoyed working there and felt very supported by management. However, leaders need to ensure that staff undertake their lunch breaks in an appropriate area away from the children's main base room.

Leaders are working towards the appropriate management of staff.

4.4 How effective are partnerships?

Leaders have established good relationships with the parents and the community

Leaders had a good working relationship with the parents. Parents gave positive feedback about the service and raised no issues. Parents' comments included, "wonderful environment, fun, caring and educational" and "great staff, good facilities and atmosphere". Another parent stated on picking up her child that she was very happy and felt supported at the service. They had a policy statement on 'parents and carers as partners', which encouraged parents to be involved with the service and to discuss their children's progress. We heard staff give verbal feedback to parents at collection time. Leaders confirmed that they worked closely with the local community and when following topics they encouraged participation from the local community and in respect of celebration of festivals and different cultures such as Chinese New Year.

Leaders have good partnerships.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made the following recommendations:

- to ensure that the registers of attendance are being updated daily to clearly reflect times in and out for both staff and children in each section and to include staff break cover so that it is clear which staff are caring for which children at any given time;
- leaders to undertake and record regular risk assessments more regularly;
- all staff to wear gloves and apron for nappy changing;
- children are provided, and have access to toys and equipment that is age developmentally appropriate so as to promote the children play, leaning and development ;
- to forward a copy of the latest updated statement of purpose to CIW;
- staff to update child protection training;
- all staff files to be fully complete with a staff photograph;
- all staff to work in line with policies and procedures for example the staff jewellery policy;
- all staff to undertake lunch breaks in appropriate areas within the service;
- all staff files are now fully complaint with regulatory requirements
- all children to be provided with a greater range of planned and structured activities and
- a copy of the completed quality of care report should be forwarded to CIW.

6. How we undertook this inspection

This was an unannounced full inspection undertaken as part of our normal schedule of inspections. One inspector carried out the visits on 16 February, 5 March 2018 for a total of 10 hours and feedback given to the registered person and person in charge during a separate visit on 6 March 2018 for 2 hours.

- we observed the children and the care they received by staff;
- we spoke to children, parents, staff and leaders;
- we completed a Short Observational Framework for Inspection (SOFI) tool in order to capture evidence of the children's engagement and the care being provided by staff;
- we looked at a wide range of records including the statement of purpose, quality of care review report, staff files, children's files, accident logs and risk assessments, and
- we inspected the premises.

Further information about what we do can be found on our website:
www.careinspectorate.wales

About the service

Type of care provided	Childrens Day Care Full Day Care
Registered Person	Rowena Bent
Person in charge	Rowena Bent Sarah Thomas
Registered maximum number of places	19
Age range of children	From birth to eight years
Opening hours	7.15 am to 6.00pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	16 February 2016
Dates of this inspection visits	16 February, 5 March 2018 for a total of 10 hours and feedback given to the registered person and person in charge during a separate visit on 6 March 2018 for 2 hours.
Is this a Flying Start service?	No
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 is a service that does not provide an "Active Offer" of the Welsh Language. It does not anticipate, identify or meet the Welsh language needs of the people/children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's "More Than Just Words follow on strategic guidance for Welsh language in social care".
Additional Information:	