



Childcare Inspection Report on

Funky Footsteps

**Funky Footsteps Day Nursery
Wise Up Community Educational Centre
Julian Terrace
Port Talbot
SA12 6UG**



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Description of the service

Funky Footsteps was registered in February 2012. They provide care for a maximum of 67 children aged 0 to 12 years. The service operates from a self-contained building situated near Port Talbot town centre. The service is overseen by the registered person, Claire Chapman. The person in charge on a day to day basis is Kayleigh Chapman-Mahoney. The service operates Monday to Friday from 6.00am to 6.30pm. The service is an English language provision, however, some incidental Welsh was used.

Summary of our findings

1. Overall assessment

Children at Funky Footsteps are in the main happy and settled. Leaders provide a range of resources and activities to promote children's overall development. Leaders mainly ensure the safety of children and overall meet their individual needs.

2. Improvements

Leaders had ensured that staff completed a suitable first aid course.

Following the inspection, leaders had updated a copy of their new school run policy, first aid policy and hand washing policy and reiterated the information with staff.

Leaders had set up an e-mail account to gather the views of staff and parents.

Leaders had started preparing a designated sleep room.

Leaders had confirmed that they had moved the emergency contact information from the shelving area in the corridor and had placed them in the office.

Leaders had notified CIW of staff changes.

3. Requirements and recommendations

The service was not compliant with regulations in relation to:

Health and hazards: as all staff did not follow safe hygiene procedures and young children were given unsuitable food.

We made several recommendations and these have been recorded at the back of the report.

1. Well-being

Summary

In the main, children are happy and generally enjoy their play. The majority of children were settled and generally interacted well with each other and with staff. Children were able to take part in many different activities but on occasions some members of staff did not effectively promote their independence.

Our findings

1.1 To what extent do children have a voice?

Children are able to choose their own free play and make some decisions.

Children were listened to at the service and were able to make some decisions. They confidently moved around their play areas and we saw young children exploring their environment confidently. Some older children decided that they did not want to play with construction toys and were able to play with other toys. They were also able to choose what colour pegs they wanted whilst playing with peg boards. Children were given red and brown paint and a blank piece of A4 paper to create a picture of autumn leaves. During a focused task session, older children were able to decide whether they wanted to paint or play with play dough first.

Children have a satisfactory voice.

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

Older children were settled and engaged in their activities.

Most children were happy and settled but some of the younger children took time to settle. Many children were forming friendships with others and showed affection to the staff who cared for them. One child answered a question and was told 'Shhhh' as the member of staff was waiting for an answer from another child. Children approached staff to show what they had done and to play with them. We saw children laughing and smiling as they played with each other and with staff.

Children are generally happy and settled.

1.3 How well do children interact?

Children were confident to speak with each other and with their carers.

Older children were enthusiastic and inquisitive. They were enthusiastic to show us their toys and were engaged in their play. When children were told that they needed to share with everybody and play nicely, one child said 'I'm sharing' and they responded positively to praise given. A minority of relatively new children were crying but responded to cuddles

given by staff. Younger children responded well to praise, for example, one child smiled proudly as a member of staff praised him for taking steps on the supporting bar. During a tidying up session before lunch, some children helped staff to put the toys away.

Children generally interact well.

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

Children are occupied and enjoy playing with each other.

Children enjoyed their free play and some were also very enthusiastic about their learning around autumn leaves. They painted red and brown paint on paper and created autumnal colours instead of leaves and were proud of their paintings. During a focused task, older children were able to name many colours. Young children enjoyed playing with toys amongst themselves.

Children enjoy their play.

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

Children are able to participate in planned activities but some members of staff do not always promote children's independence.

Older children successfully and independently created a Christmas tree and a cat from play dough whilst others put red and brown paint on plain paper to try and complete the task of painting autumn leaves. When children washed their hands in the sink, they were assisted to put liquid soap on and in the main their hands were washed for them. During a painting activity, a member of staff put aprons on children and wiped their hands for them. A child reached for a wipe to wipe his nose and was told "leave it be now" and his nose was wiped for him by a member of staff. A child responded positively to praise after she had dried her hands and said "I washed my hands". We saw children engaged in organising blocks into colours and some also counted the blocks.

Children are given a range of activities but there are some missed opportunities to further develop children's independence.

2. Care and Development

Summary

Children are cared for by qualified and nurturing staff. However, there are some inconsistencies and not all staff follow all policies and procedures in relation to hygiene and independence.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Leaders ensure that there are policies in place but some need amending. There are inconsistencies between staff in the manner in which they implement policies and procedures.

All staff diligently sign in and out for shifts, school runs and lunch breaks. We observed school runs and found that staff followed the service's procedure which included carrying a first aid kit, a mobile and emergency contacts. There were risk assessments in place although these did not incorporate every element of the school runs, for example, they did not include details about collecting children from more than one school on the same route. There were inconsistencies amongst staff with regard to hygiene, for example, some staff diligently washed their hands whilst one member of staff did not wash her own hands after wiping a child's nose and another member of staff wiped food the floor with a paper towel before using her fingers to feed a child. Staff generally ensured that children washed hands before eating but not all staff were diligent. For example, one member of staff took a group of children to wash their hands before lunch but there was no liquid soap in the toilets by the kitchen so the member of staff took the children over to the sink in the nappy changing area. One child did not wash his hands and the member of staff did not notice. However, following the inspection visit leaders forwarded us a new hand washing policy, which clearly stated the procedure that staff should follow. There was a bowl and communal towel available for children to wash their hands after craft. Leaders immediately ceased this practice when we raised the risk of cross contamination.

At lunch time, all children including babies were offered slices of garlic baguette with their pasta. We saw some children 18 months old and under struggling to eat it; it also posed as a choking hazard. Leaders confirmed that they would address that immediately. Older children slept on mats and younger children had suitable blankets or sleeping bags but many of the older children had muslin squares. One member of staff saw that a child's laces had become undone and tied them back up for the child. Leaders ensure that there was an allergies list in every room and staff were knowledgeable in the children's needs. Leaders ensured that first aid training was regularly updated and staff recorded accidents appropriately.

Staff adequately keep children safe.

2.2 How well do practitioners manage interactions?

This inspection did not focus on staff interactions on this occasion because we had carried out a full inspection on 4 April 2018. This area will be considered at future inspections.

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

This inspection did not focus on children's play, learning and development on this occasion because we had carried out a full inspection on 4 April 2018. This area will be considered at future inspections.

3. Environment

Summary

This inspection did not focus on the environment on this occasion because the inspection focused on environment and we had carried out a full inspection on 4 April 2018. This area will be considered at future inspections.

4. Leadership and Management

Summary

This inspection did not focus on leadership and management on this occasion because the inspection focused on leadership and management and we had carried out a full inspection on 4 April 2018. However, we notified leaders that the service had not informed us of staff changes. This was actioned during the inspection process and the service is now compliant in this regard. This area will be considered at future inspections.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

Suitability of workers: because DBS certificates for the registered person and person in charge had not been renewed in a timely manner;

Statement of Purpose: because the current statement of purpose/parent handbook was not fully compliant with regulations.

5.2 Recommendations for improvement

We recommended that leaders ensure that:

- They keep the vehicle documentation file up to date;
- all staff ensure that they follow infection control procedures at all time;
- they provide food which is suitable to the children's ages;
- all staff diligently follow the hand washing policy;
- leaders notify Care Inspectorate Wales of all events under regulation 31;
- staff fully implement a helper of the day and
- staff further develop children's independence skills.

6. How we undertook this inspection

This was a focused inspection that was conducted following a receipt of a concern regarding a school run.

One inspector undertook the inspection over a period of nearly five hours on 27 September 2018. During the visit we;

- spoke with children and staff;
- we observed the children and the care they received using our 'SOFI' tool to capture children's engagement and the care being provided by staff;
- inspected the premises;
- observed school runs; and
- looked at a wide range of records including the statement of purpose, quality of care review report, staff files, and a sample of children's records.

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

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Full Day Care
Registered Person	Claire Chapman
Person in charge	Kayleigh Chapman-Mahoney
Registered maximum number of places	67
Age range of children	Up to 12 years old
Opening hours	6.00am – 6.30pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	4 April 2018
Dates of this inspection visit(s)	27 September 2018
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 people /children who use, or intend to use their service. However, promotes the use of the Welsh language at every opportunity. 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:	