



# Childcare Inspection Report on

**Little Lambs Day Nursery**

**21 Perrot Street  
Treharris  
Merthyr Tydfil  
CF46 5ER**



**Date of Publication**

**18 January 2019**

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## **Description of the service**

Little Lambs Day Nursery is located in Treharris, Merthyr Tydfil. It is registered with Care Inspectorate Wales (CIW) to offer full day care for up to 19 children from birth to the age of 12 years. It is open from Monday to Friday 7:30 am to 6:00pm, throughout the year. The Registered Person (RP) is Natalie Quartermaine who has employed a Person in Charge (PiC) to manage the service on a day to day basis. Care is provided through the medium of English, with the use of incidental Welsh. The nursery also offers flying start placements.

## **Summary of our findings**

### **1. Overall assessment**

Little Lambs Day Nursery provides a good level of care for the children who attend. Staff are appropriately qualified and supported by the PiC and RP to provide children with a good level of care. Resources are of a good quality, are plentiful and the overall environment is maintained to a good standard. The environment had some risks which, when highlighted, were addressed immediately. There are management systems in place, which are supported by policies and procedures and are understood and adhered to by staff. The PiC sets high standards, is very conscientious and seeks continual improvement.

### **2. Improvements**

All good practice recommendations from the last inspection were completed.

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

We identified one area of non-compliance in relation to a hazard in the outdoor environment. A non-compliance notice has not been issued as the RP took immediate action to remove this hazard and eliminate risks to children's safety.

We made good practice recommendations which are summarised at the end of the report.

# 1 Well-being

## Summary

Outcomes for children are good. They are safe, their needs are met and they have good play opportunities to promote their all round development. They are forming positive relationships with their peers and staff.

## 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 in all areas of the nursery. Children's self-expression is encouraged and we heard staff listening to children and showing interest in their conversations. Staff ensured the children had time to respond to questions which acknowledged and valued their attempts at communication. We saw that children were able to make appropriate choices because they were familiar with the routines and trusted the staff to help them when needed. The layout of the preschool area, which all children have access to at times throughout the day, allows for free flow to the outside area and children could choose to go outside freely during these times. Children are encouraged to express their opinions and we saw that they contributed to decisions regarding songs and stories and their play.

Children are happy at the setting and feel comfortable asking for resources and expressing their preferences.

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

Children are settled and cope with being separated from their main care givers. They have formed firm attachments with staff and are clearly very fond of the people who look after them. Staff spoke to children in a friendly manner and treated them with respect. The nursery's key worker system helps to promote positive and warm relationships. We saw that many of the children were starting to form friendships with their peers. They were able to share, co-operate, take turns with one another with some ease, given their young age and stage of development. We heard lots of chatter and laughter, which demonstrated their high level of happiness and security within the setting. Children are praised for good behaviour which has a positive impact on their wellbeing and self-esteem.

Children are happy, settled and enjoy their time at the nursery.

### 1.3 How well do children interact?

Children are learning to develop their social skills and to understand their feelings and cope with change. Younger children cope well with separation from their parents and children who are unsettled receive comfort and reassurance from staff.

Children's key workers provide continuity of care and liaise with families. Children play alongside each other co-operatively taking turns and sharing. They are able to follow requests from staff such as sitting together at circle time and participating in activities. Children are comfortable playing and learning together during group activities.

Children are learning valuable social skills and how to interact with their peers

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

Children enjoy the opportunities for play and learning. They are active and curious learners and show enthusiasm and enjoyment with play opportunities they are offered. During our visit we observed a variety of play and learning activities aimed at developing children's skills and knowledge. These included construction play, sorting, outdoor play to promote children's physical development and co-ordination and storytelling to encourage their imagination and language development. There is an appropriate balance of child initiated, uninterrupted play as well as opportunities for adults to lead focused tasks. Children generally sat with one member of staff to undertake focused tasks, such as building a train track together. Some children played in quieter areas with construction toys, role play or sat and looked at books. They were content with these activities and showed natural curiosity and interest in what they did.

Children enjoy their play and learning which means they are positively occupied.

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

Children have a suitable variety of experiences, including freely chosen, unstructured and self-directed play. This enables them to gain a good range of skills, be independent, participate, follow interests and promote their all-round development. Children's assessment profiles evidenced that they are developing new skills in line with set targets. Children were motivated and keen to learn. Staff were at hand to provide assistance if needed or to extend the children's play. We noted that there was an emphasis on children choosing their own toys and resources which they were confident to do. This meant that children gravitated towards activities which they enjoyed most. In general children have access to experiences which enable them to gain self-help skills. This included putting on their coats, washing their hands eating independently and getting themselves a drink from a water dispenser.

Children are encouraged to develop their self-help skills in preparation for more formal education and this promotes their confidence and independence.

## **2 Care and Development**

### **Summary**

Staff are responsive to children's needs and manage interactions well. They foster a nurturing environment and provide children with play and learning opportunities to support their all-round development.

### **Our findings**

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

Staff promote children's well-being through implementing the setting's policies relating to healthy living and safety. Appropriate fire safety procedures are maintained and staff have first aid training. There is a safeguarding policy which includes information about the Prevent duty. The PiC has undertaken training and understands her responsibility in relation to this duty which requires them to have regard to preventing children and young people becoming drawn into terrorism. The remaining staff are awaiting to be updated with this training. We looked at a range of documents including fire, medication and allergen records. We found that these records were up to date and where required had been signed by staff and parents. Food was stored appropriately and hand washing procedures were followed. Healthy meals were provided for children during our inspection. The nursery is part of the Healthy and Sustainable Pre- School meals and Designed to Smile programme. The menu has information on food allergens and is available to the parents and carers.

Staff follow health and safety procedures to promote children's welfare.

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

Staff manage interactions well and support children's behaviour in a positive way. There is a behaviour management policy which sets out appropriate strategies staff should use if they see unwanted behaviour. We did not observe any unwanted behaviour during the inspection. Children were polite to each other and staff explained the importance of sharing and being kind. We frequently heard them prompt children to say 'please' and 'thank you' and in turn staff were polite and respectful to the children. Children were praised for their efforts and their achievements were acknowledged.

Staff employ positive strategies to encourage good behaviour. This promotes children's social development.

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

Staff provide a caring and responsive approach and meet children's individual needs. The atmosphere in the nursery was relaxed and informal. Staff were approachable and we noted that children went to them for support and enjoyed their involvement in activities. Children were given space to play independently. There was planning across the age range and we saw that staff maintained development charts, observation and assessment notes. These records provide information about children's development in order to identify and plan for their progress.

Staff meet children's individual needs effectively.

### **3 Environment**

#### **Summary**

The service offers sufficient space and there are designated areas for different play activities. Children have access to outside space throughout the day. Potential risks in the environment need to be identified and eliminated in a timely manner.

#### **Our findings**

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

The premises are clean, well maintained, with risk assessments in place to promote the safety of the children. There was a secure door entry system and a visitor's book present to control and monitor people entering the building. We saw records and risk assessments to evidence that regular safety checks are in place. The Public Health Wales audit tool to prevent and control any potential infection has not been completed. Children are well supervised and records showed that staff ratios are maintained in line with the National Minimum Standards expectations. Accidents are recorded and were typical of the age and stage of development of the children. Fire safety policies and procedures are in place including the completion of fire evacuation drills. Records of which children have undertaken the drill is currently not recorded. We noted that some items were stored in one of the hallways near a fire exit. We noted a hazard in the outdoor area and explained to the RP and deputy manager that this was an area of non-compliance. Immediate action was taken and the hazard was removed.

Overall, managers ensure that health and safety procedures keep children safe and well. Further care must be taken to ensure that hazards are identified promptly and removed to ensure children's health and safety.

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

The nursery environment is welcoming and friendly and provides good opportunities and resources for play and learning. The base rooms have sufficient space and staff ensure that activities are in place before children arrive. The layout of these rooms promoted independent choice for the children. There are sufficient toilet facilities for the use of all children and these are suitable for children's use. Children can explore areas freely and are supported to make appropriate decisions about risk taking. The outdoor area is accessible during the day via the preschool room and a member of staff is always outside to ensure the children's safety. There is a separate toddlers and baby base room available. On inspection of the baby room, we noted that it felt cold, however there were no babies cared for in this room on the day of our visit. The utility checks were up to date for the building.

Managers ensure that the quality of the environment and facilities provide good opportunities for children to learn and play whilst promoting their well-being.

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

Children have access to furniture, equipment, toys and materials that are suitable and appropriate for their needs and there are systems in place to monitor and



replace resources when required. Equipment is sturdy and well maintained. A suitable range of resources are available and the organisation of the base rooms and planning of activities fully meet children's needs. There are some Welsh, multicultural and natural recyclable resources available.

The facilities and quality of the resources and equipment provide a suitable environment for children to play.

## **4 Leadership and Management**

### **Summary**

The leadership of the nursery is based on a sound vision about the direction of the service which is shared with all staff. The management work very well together to create a purposeful environment in which staff are well motivated and children are able to maximise their potential and thrive.

### **Our findings**

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

Leadership of the setting on a day to day basis is effective. The RP and PiC have a sense of purpose and vision for the nursery and this promotes on going improvement. All files and documents are monitored regularly and include children's information, policies and procedures and risk assessments. There is a clear Statement of Purpose (SoP) which reflects the service provided although some minor updates are required. We saw that the managers and staff enjoy the challenges of their roles and were passionate about maintaining the best quality care. The RP told us that she supports all the staff to do their best and that high expectations are set for all to follow. We saw that team working was well established and that staff were clear about their roles and responsibilities. The PiC ensures that all staff's qualifications and professional personal development is up to date. The main policies and procedures are provided to parents when they register their child at the nursery.

Good quality leadership ensures that all systems and procedures work to provide a quality needs- led service to children.

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

Leaders understand that self-evaluation and planning for improvement is essential and there are systems in place which support this process. They explained that questionnaires regarding the evaluation of the service are distributed to parents and where possible suggestions acted upon. Team meetings are held and provide staff with an opportunity to give feedback and make suggestions for improvement. We were told that children would be asked their opinions and are consulted before purchasing new equipment.

There are effective quality assurance processes in place and planning for improvement. This benefits parents and children who use the service.

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

Managers ensure that the recruitment of staff is carried out with due regard to safeguarding processes. There are defined systems in place which monitor the fitness of any person who applies to work at the service. All new staff undertake an induction procedure before they are able to work unsupervised with children. Staff files showed that all the required information was in place including Disclosure and Barring Service (DBS) checks. Records showed that there were always sufficient qualified and experienced staff who are effectively deployed for the range of children looked after.

Effective management of staff and resources ensure that children receive a good quality responsive service.

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

The service has systems which establish trust and clear communication with parents and partner agencies. Children's development and preferences are discussed with parents as needed and on a daily basis when they are picked up at the end of the session. Parents are provided with daily diaries which record all relevant information to make an informed choice about the care of their child. Staff contact parents using texts and phone calls throughout the day as appropriate. Parents and carers are kept up to date with information about the service's developments and any celebrations planned in newsletters. Parents are invited to termly progress meetings for their children.

Managers ensure that strong, effective partnerships prioritise children's needs and that focused individual care is provided.

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

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

None

### **5.2 Recommendations for improvement**

The following areas were discussed with the RI and deputy manager as part of the inspection process:

- Complete the Infection Control Audit Tool for early years settings;
- increase Welsh , multicultural and natural recyclable resources for children's use;
- maintain records of children who have completed fire evacuation drills;
- monitor temperature in the baby room area;
- ensure all routes to fire exit remain clear for ease of access and
- ensure all staff members receive Prevent training.

## **6 How we undertook this inspection**

One inspector undertook an unannounced inspection in one visit, which examined all four themes. The following methodology was used to gather evidence for this report:

- Observations of care routines and practices;
- discussion with the RI , deputy manager and staff;
- visual inspection of both inside and outside play areas;
- consideration of information held by CIW;
- sight of a range of policies and procedures and
- consideration of information held in staff personnel files and children's developmental files.

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
Registered Person	Natalie Quartermaine
Person in charge	Kaylie Jones
Registered maximum number of places	19
Age range of children	6 weeks to 12 years
Opening hours	7:30am-6:00pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	12 March 2015
Dates of this inspection visit	26 October 2018
Is this a Flying Start service?	Yes
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 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. 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: None	