



Childcare Inspection Report on

Little Cherubs Day Nursery

**12 Penlline Road
Whitchurch
Cardiff
CF14 2AD**



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Description of the service

Little Cherubs Day Nursery is located in a two storey building in Whitchurch, Cardiff. Little Cherubs Day Nursery Limited is registered to provide the service. Laura Nichol and Jessica Miller have been nominated as the Responsible Individuals on behalf of the limited company, and they also act as the Persons in Charge on a day to day basis. The nursery is registered to care for up to 53 children and has been registered since October 2003. The service is offered through the English language with the inclusion of the Welsh language.

Summary of our findings

1. Overall assessment

Children in this service benefit from a good range of suitable and interesting activities and they are able to make choices over which activities they wish to undertake. Staff are warm and engaging with the children, and they respect the children, their views and their choices. The play environment is arranged to allow children to move freely between activities, both indoors and outdoors. Sound and pro-active leadership and management of the service supports this and ensures a reliable, very high quality service for children and parents.

2. Improvements

Since the last inspection, changes have been made in the pre-school unit to allow them to move freely between their two playrooms. Significant improvements have been made to the nursery garden, and these are ongoing. Air conditioning units have been installed in the playrooms to improve children's experiences in hot weather. The nursery has successfully completed the Cardiff Healthy and Sustainable Pre-school scheme.

3. Requirements and recommendations

We found the service to be compliant with the regulations. We made practice recommendations in relation to developing children's independence and the routine of the nursery day.

1. Well-being

Summary

Children in this service are able to make their own choices about their play and are supported to do this. They are developing well and they enjoy the good range of play opportunities available to them.

Our findings

1.1 To what extent do children have a voice?

Children are able to make choices and decisions and they have opportunities to speak and express themselves. The activities available to the children are planned by staff based on children's interests. Activities can be extended to allow children to continue to develop their play or changed as the interests of the children change. We saw that there are lots of opportunities for children to chat and express themselves. The service is calm and this allows children time to make their wishes clear. Staff were engaged with small groups of children during play and this meant that children could interact with them and engage in conversations. At meal times, a member of staff sat at each of the tables with a small group of children and engaged in conversation to make it a pleasant social occasion and give the children further opportunities to express themselves. During times of play, we saw children move freely between the activities available for large parts of the session.

Children have a voice in this service which allows them to interact and have some influence over their experiences in the service.

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

Children are secure, comfortable, happy and relaxed in the care of staff with whom they have developed warm relationships. This allowed the children to explore their environment and engage with activities as they wished, and we saw all children happily and enthusiastically engage in their play. Children have developed bonds of affection with the staff who are polite and respectful of their needs. Children are happy and confident to approach staff, are affectionate towards them and are confident to seek comfort and assistance when necessary. On one occasion, we saw a member of staff enter the playroom and a baby spotted her and crawled straight to her feet and happily gestured to be picked up. The member of staff responded straight away and after a cuddle and warm, reassuring words, the baby toddled off to find something else to play. The children are happy and they smile and laugh whilst they are playing.

Children are well settled, very happy and confident. They are forming friendships and feel valued.

1.3 How well do children interact?

Children are learning to co-operate, take turns and share, as well as becoming sensitive to the emotions of others. We saw children negotiate their play well and play co-operatively. Children are developing an understanding of the impact they have on others and most of the children were considerate of one another when playing. Preschool children are developing friendships, chatting as they play. Most are mindful of taking care around the other children. Babies are learning to play alongside others, and they enjoy interacting with staff. Many are keen for staff to join them in their play, such as building towers with interlocking blocks. We saw one baby encourage a member of staff to chase them on her hands and knees. They giggled as they played and the child found it very funny when the member of staff pretended to catch them and then let them get away. We observed no issues of unwanted behaviour except for small occurrences which were to be expected for the age of children, and which were dealt with effectively with gentle reminders from staff.

Children are developing their skills as part of a group, and are working on becoming self disciplined.

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

Children are interested and excited in their play. We saw that children were active and curious throughout the inspection. They were happy and confident to move between activities freely, but also sustained interest in activities of their choosing. We observed the pre-schoolers getting ready to go outside; they were very happy and excited. As soon as they got outside, they moved to an activity of their choosing. Lots of the children enjoyed zooming around on trikes and balance bikes. Several were very keen to do painting that was being brought out and waited patiently whilst staff prepared the paints. Across the session, almost all of the children engaged with the planned activity of a 'car wash'. They used soapy water and cloths to 'clean' the toy cars, and then moved on to cleaning the play house and play castle, as well as several of the bikes.

Children at this service enjoy their play and learning very much. They are able to sustain interest in their play and gain a sense of achievement from it.

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

Children are developing well across a range of skills. The records of development that staff maintain about each child demonstrate that children are making appropriate

progress, and staff spoke very knowledgeably of the children and the progress they had made since starting. A key worker system is in place where allocated staff are responsible for monitoring and recording the development of their key children. As well as planned activities, children benefit from spontaneous activities which are well supported by staff, allowing them to follow their own interests and develop their own play. Children have some opportunities to develop their independence, accessing most resources, as well as their bags and coats and the bathrooms with confidence. . However, some opportunities where children could practice their self-help skills across the day are missed.

Children have lots of good quality opportunities to learn, follow interests and develop skills, but further opportunities for children to practice their self-help skills should be considered.

2. Care and Development

Summary

Children and parents benefit from skilled staff who have a good understanding of child development and want to make a positive difference to the children in their care. Staff are responsive and respect the children in their care and the decisions they make. Children remain safe and healthy because staff understand their responsibilities and are aware of the policies and procedures in place to support them in their roles. The staff group work very well together as a team, and as all staff have a good understanding of children's individual needs, this helps to ensure that those needs are well met.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff ensure that the service's policies and procedures are well implemented to support the health, safety and well-being of the children in their care. They were able to speak knowledgably about the service's Child Protection policy and their individual roles in implementing it to keep children safe. We examined accident records and found that they included the required information. Almost all of the child care staff hold current paediatric first aid certificates, and those who don't are booked to attend courses shortly. Good hygiene is promoted at the service and the Infection Control Audit Tool is undertaken every six months to support this. All children were encouraged to wash their hands before meal times and after using the bathroom. There is a system in place to manage food and food allergies within the nursery. The service is registered with Environmental Health as a food business and has been awarded a 5-star food hygiene rating. The service promotes healthy lifestyles by providing a balanced menu for the children, in line with Welsh Government guidance. The service has achieved the Gold Standard Healthy Snack Award and the Cardiff Healthy and Sustainable Pre-schools scheme. It also participates in the Designed To Smile scheme to promote oral hygiene.

Staff have a sound understanding of the policies and procedures to follow to keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff set realistic boundaries, are good role models and use a consistent approach to managing behaviour, taking into account children's age and understanding. We observed that staff were all very positive and warm in their guiding of behaviour. They praised the children when they behaved well, thereby reinforcing good behaviour. Children were familiar with the routines of the nursery day and this helped to give some predictability for them which also helped to manage behaviour. We saw staff be

very respectful of the children and give them due warning of when activities or tasks were going to change and this also helped to make the children's time at nursery more predictable and less unsettling for them. No significant issues of unwanted behaviour occurred during the inspection. Staff managed small behavioural issues, such as snatching, with gentle verbal reminders and this was sufficient. All staff had a calm and relaxed manner when interacting with the children and this had a positive effect on the way they responded.

Staff are able to manage interactions well and this has a positive impact of children's experiences at the service.

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

Staff provide a nurturing and caring environment in which children's development is well promoted. We saw that the children were very comfortable to interact with staff whilst playing together and that they responded to them with affection. Staff spoke with the children in a consistently calm and reassuring manner, and this helped to ensure that the service remained a calm and pleasant play environment. Staff deliver the ethos of the Foundation Phase curriculum at this service. Staff across the service plan activities based on the children's interests and how the children engaged with the activities that had been available. The activity provision is therefore responsive to the children's developing interests and abilities. Children also have a lot of free choice during each day to choose the activities and resources that are brought out. However, although the pre-schoolers and toddlers spent nearly an hour in the garden in the morning, we noted that time spent indoors was largely sat down for whole group activities, such as circle time. In order to enrich the provision at the nursery, visitors attend on a regular basis to run groups with the children. These include yoga, athletics, drama, music and movement sessions, and Welsh music sessions.

Staff promote children's development and well-being very well through the play and care provided, but the balance of how time is spent across the day should be reconsidered to maximise the time children can play.

3. Environment

Summary

Children benefit from an environment which is safe, clean and welcoming and where there is sufficient space and facilitates to meet their needs. They have good access to outdoor play and benefit from a good range of resources which are appropriately maintained.

Our findings

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

Parents can be confident that all areas used by children are safe and well maintained. The security of the service is good, with a locked front door controlled by staff, and a secure garden. The provider ensures that the cleaning routines at the nursery reflect good hygiene practice and effective infection control procedures. We saw that the areas children have access to were well maintained and decorated. The service has identified and addressed the majority of risks on the premises. We examined the risk assessments for the service and found that they were comprehensive and have been kept under review, with accident records informing this. We reviewed safety records and found that the service's Public Liability Insurance, periodic electrical safety certificate and annual gas safety certificate were up to date. A fire risk assessment is in place and records show that fire drills have been conducted on a regular basis.

Children are cared for in a safe, clean and secure environment.

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

Children benefit from an environment that is welcoming and friendly, and which supports a sense of belonging in the service. We found the indoor environment to be well decorated, warm and welcoming. Much of the decoration is children's own creative work, as well as decorative pictures and displays. Most resources are stored at low levels and in containers which are of a manageable size for children to handle and this means that they can access most of the resources in the service independently, supporting their free choice. Children in the service benefit from a well developed and resourced outdoor play space which was undergoing further improvement at the time of our visit. New safety flooring had been installed in one half of the garden, and a large woodland area with planting and a mud kitchen was beginning to be developed. We saw children make good use of the garden throughout our visit.

Children benefit from a well developed environment with plenty of space to play and learn.

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

Children benefit from a good selection of toys and equipment that are appropriate and suitable to their needs, and which help to engage them in meaningful play. We saw that the resources at the service covered a wide range of play opportunities, and that children could freely access many of the stored resources. Books were available in both English and Welsh. The resourcing included small world toys (such as cars and trains), construction, craft resources and well stocked role play resources which the children enjoyed using. The outdoor environment is well resourced and during the inspection we saw children thoroughly enjoy their time spent outdoors. Staff confirmed to us that cleaning rotas were in place to ensure the resources are cleaned on a regular basis and that this is separate from the daily cleaning of the premises.

Children benefit from a good range of resources and equipment that promote their all-round development and helps to ensure they have a fun and engaging time at the service.

4. Leadership and Management

Summary

Parents and children receive a consistent, reliable, high quality service that is well run, with due regard paid to the regulations and National Minimum Standards for Regulated Childcare. The provider is committed to improving outcomes for children, reflecting on practice and is proactive in planning for improvements to the service and for the continuing professional development of staff. The service is also proactive in engaging with families and in sharing information with them about their child.

Our findings

4.1 How effective is leadership?

Children and parents benefit from a very well run and planned service. The service has a Statement of Purpose in place which is clear and contains all the necessary information required by the regulations. It is kept under review to ensure it is always an accurate reflection of the service provided and the Responsible Individual told us it is shared with the parents. We examined the service's policies and found them to be thorough, and records showed that they are kept under review and updated as needed. We saw that staff record accidents, incidents and existing injuries children have when attending the service. However, we noted there was some confusion as to what constitutes each of these types of recording. We discussed this with the Responsible Individuals and they told us they were aware of this and had redesigned the recording forms to support staff in this, and these were to be introduced to staff imminently. Medication records contained the necessary information and parents sign both to give permission for the medication to be administered as well as afterwards to acknowledge the entry. The registers of children's attendance contained all of the necessary information and are completed in a timely manner. Children's records also contained the required information to ensure staff are able to meet their needs.

Parents can be confident the provision is well run through good leadership and management, and with due care and attention paid to the regulations and National Minimum Standards.

4.2 How effective is self evaluation and planning for improvement?

Children and parents benefit from a service which is committed to high standards and improving outcomes for children, and they are actively involved in defining and measuring the quality of the service. There is a very robust system in place to ensure that a formal self evaluation of the service is undertaken on at least an annual basis. The Quality of Care report demonstrated that the service consults with parents, staff, children and relevant external agencies in order to review the quality of the service,

and uses that information to set an action plan intended to improve the service over the following 12 months. There are also systems in place to encourage managers to be reflective of their practice and the service provision, as well as helping staff to be reflective practitioners. The service engages with improvement schemes across a variety of topics, such as health and nutrition, and has just started to work on the National Day Nurseries Association eQuality Counts award scheme.

Leaders successfully evaluate this provision, and are committed to providing a service which is of the highest standard.

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

The service is effective in managing staff, their time and prioritising activities responsively to ensure that children's needs are met in a timely manner. We observed staff to be well organised and we saw that this allowed them to remain calm whilst delivering care. This calm and relaxed care environment has a positive impact on the children's mood and their interactions.

Robust procedures are in place to ensure the persons caring for children are suitable and qualified to do so. There is a system in place to ensure that DBS (Disclosure and Barring Service) check are renewed as necessary. We examined a sample of staff files and found that they contained all necessary pre-employment checks to confirm staff's suitability. Records showed that staff induction is undertaken in a planned manner, supervisions are conducted with each member of staff regularly and appraisals are undertaken annually. The service has shown a commitment to promoting the continuing professional development of its staff. They routinely update mandatory training, such as Paediatric First Aid, and staff are encouraged to undertake training courses to further improve their understanding of childcare and related matters.

The service is very well organised and this has a positive impact on children's experiences.

4.4 How effective are partnerships?

Parents' and children's expectations about the service are matched by their experience. Children have their needs and preferences identified and parents know how these will be met. A child record form is completed for each child by their parent so that the service has all the information necessary to be able to provide care to the children and meet their needs, such as the child's likes and dislikes, routines and development. There are policies in place which outline how the service operates and

copies of all policies are available to parents. Parents are kept involved and informed about their child's activities. Staff are available to talk to parents at the beginning and end of each day to inform them of how their child has been. The service hosts an open evening each year to encourage parents to be a part of their children's experience at the service and a newsletter is shared with parents every month. Parents who responded to CIW questionnaires all confirmed they were satisfied with the communication in place between the service and themselves.

Children's needs are identified to ensure good quality of care can be provided, and parents have all the information they need to make an informed choice about using this service.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Further opportunities for children to practice self help skills should be taken up; and
- the balance of how time is spent across the day should be reconsidered to maximise the time children can play.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections.

- One inspector undertook an unannounced visit to the service. We visited the nursery for one day to observe children and the care they received. Observations were carried out in each occupied room within the nursery, as well as outdoors;
- we reviewed information held by CIW;
- we undertook a visual inspection of the premises;
- we spoke to a number of children throughout the day. We also spoke to most staff members who were present. Staff and parents provided written feedback to CIW by completing and returning questionnaires; and
- we looked at a wide range of records. These included the Statement of Purpose, staff files, health and safety records, children's files, activity planning and developmental 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
Responsible Individual	Jessica Miller Laura Nichol
Person in charge	Laura Nichol Jessica Miller
Registered maximum number of places	53
Age range of children	6 weeks to 5 years
Opening hours	8am to 6pm, weekdays only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	30 September 2015
Date of this inspection visit	26 February 2019
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?	<p>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 <i>'More Than Just Words follow on strategic guidance for Welsh language in social care'</i>.</p> <p>The service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.</p>
Additional Information: None	