



Childcare Inspection Report on

Little Footsteps nursery at Blakedown house

**Heol Mostyn
Village Farm Industrial Estate
Pyle
Bridgend
CF33 6BJ**



Date Inspection Completed

02/08/2019

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| Ratings | What the ratings mean |
|------------------|---|
| Excellent | These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being |
| Good | These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being. |
| Adequate | These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children. |
| Poor | These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice |

Description of the service

Little Footsteps nursery was registered in May 2015 to care for 75 children up to 12 years of age. The nursery is on an industrial estate in Pyle and is open from 7am to 6pm Monday to Friday for 51 weeks of the year. An after school club and a holiday club is available and transport is provided to and from schools. English is the main language of the service, with some incidental Welsh used.

Summary

| Theme | Rating |
|---|-----------|
| Well-being | Good |
| Care and Development | Good |
| Environment | Good |
| Leadership and Management | Excellent |

1. Overall assessment

Children have lots of fun at this service and they have a strong voice. They are listened to and make choices confidently. They are cared for by experienced and caring practitioners who provide stimulating activities for them. The environment is child friendly, safe and set out with plenty of toys and equipment to develop skills. Leaders ensure an excellent level of care is provided for children by a committed team of practitioners.

2. Improvements

The two rooms used for the pre-school children have been merged into one large room.

3. Requirements and recommendations

We recommended that leaders provide a larger selection of resources that promote equality, diversity and cultural awareness.

1. Well-being

Good

Summary

Children have a strong voice, express themselves and make choices confidently according to their stage of development. Children feel very secure and valued. They are active and curious learners and enjoy a variety of experiences at this service. Children are learning skills through interesting play activities, and as a result are developing well and becoming independent.

Our findings

Children speak or express themselves well and communicate their needs confidently. They asked for more fruit at snack time and were given more, and chose where they wanted to sit to be near their friends. Children were able to freely choose activities set out for them, whilst some chose to lie down relaxing on the couchins. The children in the holiday club told us they planned the activities together with staff.

Children are familiar with the routine, which gives them a sense of security and belonging. They knew when it was snack time, and confidently moved from the play room to the eating area. We saw children arrive happy and running in to be greeted by staff. One child was a little anxious and asked for his parent. He was distracted by being chosen to be the 'helper of the day' and smiled as he helped to hand out milk to his friends. Most younger babies were very relaxed and happy with our presence.

Children's interactions are positive, age appropriate and purposeful. They learn about how to share, take turns and play with their peers. We saw that some children chose to play alone quietly reading a book, whilst others played in small groups in the water tray. We heard them share the straws and one said "you can have this one" and passed his friend a straw. When a young child passed a doll to another child, she was thanked for being so kind to her friend.

Children enjoyed their play and learning and experience a good balance of self-directed and adult led play. They accessed a wide variety of activities and resources appropriate for their age/stage of development. Children were delighted when staff started singing a song as they played musical instruments. Other joined in too and chose other instruments. A group of children blew bubbles in the water tray and one held his hand out with bubbles on and said "look at my hand, it's a spider!" Young babies played 'pee-po' behind the play kitchen and smiled and giggled as the game progressed.

Children's self-help skills and independence are developing well and they showed confidence and a willingness to 'have a go'. For example, the helper of the day pouring milk into the cups and everyone using a spoon to serve themselves fruit. Older children wash and dry their hands independently and are supported to learn to use the toilet

independently. Children removed their own aprons after finishing in the water tray, and hung them back on the pegs. Older babies were encouraged to feed themselves and did so confidently with staff supervision.

2. Care and Development

Good

Summary

Staff are well qualified, knowledgeable and experienced. They create appropriate opportunities for children to develop a healthy lifestyle and promote children's development by planning a good variety of activities. Staff give supportive and sensitive care and have consistent and realistic expectations of children.

Our findings

Staff are competent, motivated and work well together as a strong team. They know the ethos of the service very well and understand and implement the policies and procedures with ease and confidence, ensuring children are kept safe and healthy. For example, staff understood and discussed confidently their responsibilities with regard to safeguarding children. We saw staff follow rigorous nappy changing procedures which were consistent throughout. All children, including babies washed their hands before mealtimes and water was readily available throughout the day. Staff promote children's healthy life styles well and practise good hygiene systems. Staff implement the 'Design to Smile' tooth brushing initiative to promote children's oral health. Staff completed accident and incident records appropriately and obtained the signatures of parents or carers. Leaders follow the 'Guidance on infection control in childcare settings' to audit the service annually. From this they devised a rota to ensure the same staff do not change nappies on days they are preparing snack.

Staff manage interactions positively and calmly. When a child asked a member of staff why she had to have sun cream on, the member of staff explained to her how it protected her from burning her skin. There is a clear behaviour management policy in place, which staff operate in line with, promoting positive behaviour. They acted as good role models, treating each other and the children with consideration and respect. They reinforced good manners during snack time with staff providing children with many opportunities to say 'please' and 'thank you'. Throughout the session, staff encouraged children to be kind, considerate and caring towards each other. We heard lots of praise and recognition of good behaviour and work, and clear answers to questions asked which the children valued as they smiled with delight.

Staff plan activities based on the principles of the Foundation Phase and include celebrations of different cultures. They monitor children's progress throughout their time at the service with regular observations and developmental progress tracking systems. Staff respect parents' wishes and follow children's routines with regards to sleep patterns. Daily sheets showed what the children had been doing, eaten, slept and who had looked after them. Any children with additional needs are supported with assistance from professionals

and in partnership with the child's parents and or carer. We heard staff use incidental Welsh frequently, developing children's use and understanding of the language.

3. Environment

Good

Summary

The environment is welcoming, light and child friendly, offering exciting spaces for play and learning. There are very effective systems in place to ensure that the environment is safe and suitable for children and good quality, developmentally appropriate play and learning resources are available. It allows children to safely move around, be inquisitive and explore their environment. Resources, toys, equipment and furniture are of excellent good quality.

Our findings

Leaders have well developed systems in place to ensure children's safety. A secure entry System is in place which allows staff to allow entry to visitors. A visitor's record is completed as well as a system for parents sign children in and out. Daily risk assessments checklists are completed, which ensure the premises is functional and orderly. We saw organised documentation which showed that leaders and staff ensure health and safety is paramount. For example, electrical and heating tests, emergency lighting and fire equipment tests, fire drill records and staff cleaning rotas.

The premises offer interesting outdoor and indoor play spaces, allowing children to play freely and move easily from one area to another when they need to. There are three dedicated rooms downstairs for the toddlers, pre-school and holiday club children. The pre-school rooms used to be separate rooms and now have been knocked into one large room. This allows for improvements in children's supervision. Upstairs is a spacious room for older babies, a smaller room for younger babies, sleep room and kitchen. During our visit, all babies were together in one room as numbers were low. The outdoor play areas give children varied play experiences. For example, there is an area for growing plants and vegetables, mud kitchen, small wooded area and a water wall.

An additional outdoor play area was dedicated for the babies and had smaller climbing apparatus on artificial grass with a shaded area.

Leaders ensure that space and resources are used effectively to meet children's needs Resources are of a good standard and are readily to hand in low level storage. They include, sensory toys, musical instruments, small world play, book corners with cushions, cars and garage, craft resources, construction area, blocks and trains. There are toilet facilities which are easy accessible to all children to promote children's independence. Overall, the layout and design promote children's choice and independence and is highly suitable for children of all abilities. However, we did not see any resources that promote equality, cultural and diversity awareness.

4. Leadership and Management

Excellent

Summary

Leaders have an innovative vision for the service that they share effectively with their team. Leaders are committed to monitoring and improving the service and have a strong culture of continuous professional development. There are effective partnerships in place with parents, staff, external professionals and the wider community. Leaders manage the service exceptionally well and are compliant with the relevant regulations and national minimum standards. They maintain up to date policies, procedures and records.

Our findings

Leaders have well developed systems in relation to the service records and documents. There is a comprehensive range of appropriate policies and leaders review them regularly to ensure that they are up to date and relevant. There is a clear vision for the service, and this is reflected in the statement of purpose, which is shared with parents. Documents are of a very good standard. Leaders methodically maintained the required records in relation to children's personal information, accidents, emergency medical consent, incidents and attendance.

Leaders have developed a comprehensive self-evaluation system which includes effective record keeping and a system that evaluates staff, parent, carers, children's and any professionals feedback. This is effectively analysed to help manage and if necessary, improve the service provision. Staff told us "I feel the leadership of their work and management skills are great within my setting. "I have no issues with them and always feel my needs are met". The leaders use a self-evaluation tool which is a working document and referred to regularly. "I feel management of planning for improvement is great, everything that is brought up is always met and all improvements, if ever needed, are always met". They also stated that leaders are always open to new ideas and will try to improve the setting as a team.

There are effective systems in relation to recruitment processes, induction and a strong culture of continuous development, as the leaders and staff are proactive in identifying any training opportunities that extends their knowledge of child care. For example, seven members of staff have successfully achieved their level 5 child care qualification and two are almost completed. Leaders monitor staff personal and professional development and progress through one to one supervision and an annual appraisal. Leaders observe staff and encourage staff to observe each other's practice. At the end of each month, staff nominate 'employee of the month' for something they have done well. Staff have regular time out of ratio to complete children's individual records and planning activities. Staff files contained all the required checks and information required by regulation.

Leaders have excellent partnerships with staff, children and their parents. Parents told us that 'all staff and leaders make me feel like my child is the most important person here'. Staff told us they feel 'proud' to work at the service and has seen the service grow and develop through the years.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

Leaders were notified that they were not compliant with the regulation relating to keeping of records as there were gaps in their system of parents' signing their children in and out of the nursery.

Leaders are now compliant.

5.2 Recommendations for improvement

We recommended that leaders provide a larger selection of resources that promote equality, diversity and cultural awareness.

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 on 2 August 2019 for a total of six hours. Feedback was given over the phone on 8 August 2019 for a total of 30 minutes. During the inspection we:

- Observed practice and the care provided by staff;
- spoke to and engaged with the children;
- spoke to staff, parents and leaders;
- looked at parent and staff returned questionnaires;
- viewed a range of records including the statement of purpose, children and staff files, policies, accident records, contracts and risk assessments and
- viewed the premises inside and outside.

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

www.careinspectorate.wales

7. About the service

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| Type of care provided | Children's Day Care Full Day Care |
| Responsible Individuals | Corinne Coulter Stacey Barker-Platt |
| Persons in charge | Lisa Brown Zoe Maine Corinne Coulter Stacey Barker-Platt |
| Registered maximum number of places | 75 |
| Age range of children | 0 – 12 years |
| Opening hours | Monday to Friday 7.00am – 6.00pm |
| Operating Language of the service | English |
| Date of previous Care Inspectorate Wales inspection | 24 May 2017 |
| Dates of this inspection visit(s) | 02 August 2019 |
| Is this a Flying Start service? | No |
| Is early years education for three and four year olds provided at the service? | Yes |
| Does this service provide the Welsh Language active offer? | This service 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, incidental Welsh is used throughout the day. We recommend that the service provider consider Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'. |
| Additional Information: | |

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