



Inspection Report

Little Friends Nursery

**Ffynnon Taf Primary School
Cardiff Road
Taffs Well
CF15 7PR**



Date Inspection Completed

26/04/2021

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About Little Friends Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	LITTLE FRIENDS CHILDCARE LTD
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert This is the first inspection since registration.
Is this a Flying Start service?	Yes
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.

Summary

This is an inspection undertaken during the Covid-19 pandemic, therefore we have focused on the priority areas for this setting and not the full quality framework.”

Little Friends Nursery recently began operating from a newly renovated and specifically designed premises on the grounds of Fynnon Taf Primary School, Cardiff. Although the responsible individual, Alison Jones, has run her registered nursery from other local locations since 2016. The care setting provides English language, early years education with a maximum of 30 children able to attend on a daily basis. Providing a variety of care options from, full day care and wrap around care for two to five year olds, after school club and holiday club for children up to 12 years of age as well as offering a school drop off and collection service. The setting is open between 8am and 6pm Monday to Friday and accepts privately funded, flying start funded children and is part of the 15 free hours childcare offer.

Children are very happy at Little Friends Nursery. They are developing good, positive relationships and learning to make decisions and express themselves clearly. Staff at the nursery are kind and experienced, they ensure they listen to children and protect them from harm. They create a relaxed and friendly atmosphere, which helps children feel comfortable to learn about their own individual likes and dislikes. The leader and staff ensure the setting is clean, bright and airy with suitable toys and resources for the age and stage of the children that attend. The leader sets clear expectations and manages her nursery well; taking into consideration the childrens, staff, parents and other professionals, opinions to make improvements that benefit the well-being of the children.

Well-being

Children are relaxed, happy and confident showing that they have made positive attachments. They know the staff and other children well, approaching staff to ask for help, chatting away during lunch and playing together nicely. Children are familiar with routines and know the expectation upon them, helping to tidy resources, putting their belongings on their hooks and washing their hands frequently.

Children have plenty of opportunities to make decisions for themselves, choosing when to have lunch or snack, who to sit next to or what to play with. They are confident in expressing their opinions and are learning about fair solutions to problem solving. For example, a child offered a different activity choice to the one given by staff and it was up to the children as a group to decide which activity to participate in. Children who do not want to participate watch the others, smiling and tapping their feet whilst completing other activities.

Children thoroughly enjoy their play and learning, regularly laughing, dancing and singing. They are interested and excited about activities and concentrate on what they are doing for an appropriate time for their age and stage of development. A group of three children showed great resilience when working with a member of staff in the small world area to build a structure and proudly discussed and viewed their completed task. Children freely move from one area to another either indoors or outdoors but do not move independently from indoors to outdoors and vice versa.

Children are learning about how their feelings and emotions affect themselves or interactions with others and what socially acceptable behaviour is. When two children had a disagreement they knew to go to a member of staff, both have their say and listen to the other persons point of view. Staff told us about another child who has learnt to lie down in a quiet area when they need some time out before returning to the main room feeling refreshed to continue their play.

Children are developing well and have some opportunities to become independent. They develop a range of skills from the variety of resources available to them, from decision making and planning to fine and gross motor skills. Most children look after their own belongings putting their lunch boxes away, hanging their belongings on their personal pegs and tidying up after themselves. They usually have small jugs to pour their own drinks, and choose their own snack but due to the current Covid-19 restrictions, this is on hold. Some children can use the toilet on their own and others who need support know to ask staff for help.

Care and Development

Safeguarding is a priority and all staff have a thorough understanding of their responsibilities to protect children. Staff have completed appropriate training and understand how to implement this in situations when children are, or may be, at risk of harm. Each member of staff carries contact details for appropriate social services teams to enable them to make contact easily when necessary. Staff have good knowledge of the setting's policies and procedures and promote children's well-being through thorough implementation of these policies and accurate record keeping. Staff supervise and support children appropriately in their play and learning throughout the nursery, through effective deployment and allocation of staff to tasks. Staff follow good hygiene routines consistently and complete cleaning practices even more frequently due to Covid-19.

All practitioners fully understand the behaviour management policy and implement positive behaviour management strategies consistently. They have a good understanding of child development and use this effectively to support children to manage their behaviour such as, explaining what negative behaviour is and its impact on themselves and others. For example, when one child started shouting at a member of staff, she got down on her knees to ask, "Why are you shouting at me?" She waited and listened to their response before offering more positive options for the child to express them self.

All staff are kind, approachable and provide a warm and nurturing environment. They are fully aware of children's individual development and the importance of adapting learning for children. They are committed to allowing children to develop at their own pace and staff set out varied activities and resources for the children to learn about the current theme. They plan comprehensively for the next steps in children's learning and review progress consistently using several observational and recording methods. All staff use incidental Welsh regularly to ensure children learn basic language skills. Staff complete a learning journey for each child, to assist them in developing their skills and this accompanies them when they move on from the setting. There is direct access to the outdoor area from the main room but, outdoors provides an added activity rather than an accessible space at all times.

Environment

The leader ensures the environment is safe, secure, and well maintained indoors and outdoors. Staff control entry to the premises by key fob and locks ensure children cannot leave unsupervised. The outdoor area has secure metal fencing and gated entry/ exit. Staff also check daily risk lists, record maintenance checks and keep a list of visitors to the nursery. There are good emergency, fire and infection control procedures in place. Currently, staff leave the room windows, which are located above adult head height, and the door to the outdoor area open to meet with Covid-19 general guidance. The leader and staff identify risks related to the operating of the setting through timely risk assessment of tasks, activities and the premises and in the majority of cases reduce or eliminate them immediately.

The leader has worked with the Local Authority to ensure that the renovation and remodel of the nursery is appropriate for the children attending or who may attend in future. It is located across one floor and is easily accessible with ramped access at both entryways. Wide doorways allow space for people with additional or physical needs to move from one area to another and children have use of suitable toileting and changing facilities according to their needs. There is direct access to the outdoor area from the main room, although staff use the outdoors as an added activity rather than an accessible space at all times. The leader and staff have arranged the large indoor and outdoor space effectively to allow children to meet their holistic well-being. For example, each play area is planned carefully allowing children to develop their skills, promote and stimulate their imagination and provide challenges to overcome.

The leader ensures children have access to good quality toys, resources and equipment, which are age and developmentally appropriate. Staff enable children to make choices for themselves by ensuring resources are stored at low level so children can see which items are in the boxes. Some storage trays have labels with both text and pictures allowing children to connect items with the corresponding word. The leader and staff provide a large variety of resources from traditional toys to ICT equipment so children have opportunities to develop their knowledge in different ways. The leader told us that children usually have more opportunities to develop their independence skills outside of the Covid-19 pandemic, as staff have had to suspend some tasks that have high cross contamination risks such as, children preparing snack and pouring their own drinks.

Leadership and Management

The leader has a definite vision for the setting, which she shares effectively with staff, parents and professionals. She has very good knowledge and understanding of the responsibilities upon her to meet regulations and implement the National Minimum Standards for regulated childcare services. She has made adaptations to ensure compliance with Covid-19 regulations and guidance for example, parents cannot enter the premises and have to wear masks on the grounds. Detailed information and records are available which accurately reflect the service provided. The leader ensures that she and her staff implement these appropriately, and she reviews and updates them regularly.

The leader actively seeks out feedback from staff, children, parents and professionals regarding her service. Through discussion with her close knit team they decide on changes and improvements that will benefit the children in the first instance. They have not completed formal quality of care review and report as the nursery has not yet been open a year in its new premises.

Leaders follow timely and robust recruitment processes consistently to safeguard children and ensure the suitability of staff working at the setting. A good induction period ensures that staff follow the settings policies and procedures and know the expectation of their role. Newer members of staff said they felt “well supported” during this period. Leaders and senior members of staff undertake regular and meaningful supervision sessions that support staff with their role, learning and development and any performance issues that may arise. The leader ensures staff are deployed appropriately to effectively oversee tasks, activities and support children and has effective contingency measures for periods of staff absence.

Leaders have very strong links with a wide range of professionals and the community, consistently responding positively to information and advice given to improve children’s well-being and identified needs. Leaders ensure that when there are concerns about children’s progress or development, there are clear and effective procedures and protocols in place for sharing information. For example, staff may contact the local authority advisory teacher or Flying Start contact. The nursery provides regular healthy snacks and although they do not offer cooked meals, the leader and staff work closely with parents to encourage healthy eating with families.

Recommendations to meet with the National Minimum Standards

R1. Enable children to move freely between the indoor and outdoor environment in line with the principles of the Foundation Phase for 3-7 year olds.

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Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
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Areas where priority action is required

None	
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Areas where improvement is required

None	
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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

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