Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Building Blocks Too

Fairwater Way
Cwmbran
NP44 4PS



Date Inspection Completed

31/07/2024

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About Building Blocks Too

Type of care provided	Children's Day Care Full Day Care
Registered Person	Joanne Boycott Lesley Price
Registered places	50
Language of the service	English
Previous Care Inspectorate Wales inspection	31 August 2022
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

Well-being	**Good**
Care and Development	**Good**
Environment	**Adequate**
Leadership and Management	**Good**

For further information on ratings, please see the end of this report

Summary

Children are happy, settled and have valuable opportunities and experiences at the setting. They make choices about activities they engage in and are free to move between all the resources and activities available to them. Children have warm relationships with staff and successfully interact with them to share their feelings and what they wish to do. Children's social and independence skills are consistently good and are developing in line with their ages.

Staff keep children safe and appropriately implement the setting's policies and procedures. Interactions between staff and children are warm and positive. Staff skilfully support the needs of all the children. Staff plan and offer a beneficial and worthwhile range of activities. These include activities that are led and developed by the children's interests and suggestions.

The environment is welcoming and well organised. However, the wooden fencing surrounding leading to the outdoor area needs repairing to ensure the safety of children. The indoor and outdoor environments are clean, safe, and suitable for the children. All risk assessments have been created and are successfully implemented, ensuring that nearly all possible risks are minimised. The setting has a range of good quality toys and resources for indoor and outdoor activities.

Leadership and management of the setting is good. The staff at the setting are a close team who work well together. Parents and carers speak highly of the setting and the opportunities and care children receive.

Well-being Good

Children arrive happily at the setting and are met by their individual keyworker. This ensures continuity and routine and supports them to settle for the day. This also offers the opportunity to share any relevant information to support the children. Therefore, nearly all children are comfortable in their surroundings and with all staff. Children throughout the setting have formed positive and beneficial bonds with staff and each other. They engage in various activities together such as playing with the toy cars indoors or in the water tray outdoors. These bonds have a clear and effective impact on their well-being. Children's care is tailored to their individual needs, and they benefit from a warm transition from their parents and carers. Examples include children being comforted or distracted while others are immediately introduced to activities.

Nearly all children know and understand that staff respond purposefully to their needs and requirements. Children always approach their keyworker for support, when they require something or to share successes. For example, children asked for more cereal at breakfast time and showed how they control the remote-control cars. Children have built worthwhile friendships with each other and work together co-operatively. For example, in the outdoor area younger children worked together carrying small amounts of water to a butterfly as they felt it was thirsty. They patiently wait their turn in all activities. For example, children shared resources and took turns with the toys available such as the seesaw and painting resources. They also worked together to build a ramp for the cars using various building blocks. Nearly all children show curiosity and explore a variety of valuable play opportunities. For example, children engage with free play and messy painting activities, and listen to stories during circle time.

Children are aware of their feelings and those of others at the setting. Staff also ensure these are taken into consideration, and children are encouraged to decide which activities to participate in based on their feelings. During circle time the younger children were encouraged to take turns to choose a book bag. They were successfully able to sit appropriately with a toy character from their book bag and listen to their chosen story. During time outdoors, children were observed looking for bugs and learning the importance of caring for living creatures.

Children develop their independence skills through the beneficial activities prepared and with the support of staff. Children are encouraged to serve and feed themselves at snack time. Older children fed themselves and then routinely took their waste to the food caddy. They are encouraged to rinse their own bowls, cups and cutlery. Younger children are encouraged to put on their own shoes where appropriate. Children are consulted to gather ideas for activities and their suggestions for planning are noted on appropriate planning.

Care and Development Good

Staff effectively implement the setting's policies and procedures to ensure children are kept safe and healthy. Following a recent review of safeguarding policy and procedures, staff receive further regular safeguarding training to fully understand the guidance. Staff follow a new system to record any concerns such as pre-exiting injuries and ensure parents sign these. Staff record accidents and incidents and ensure they are signed by parents. All staff members hold paediatric first aid training, enabling them to deal with accidents appropriately. Staff record the administration of medicines, including last dose administered. However, they need to ensure the appropriate documents are used at all times. Staff encourage children to eat healthily, and a cook provides healthy and nutritious meals for children. Children's dietary needs and any allergies are managed appropriately and safely. Children wash their hands independently before and after eating. Children are offered fresh drinking water.

Staff have positive, meaningful relationships with children. They are fully aware of their roles and responsibilities and are caring, patient and use effective tones of voice when talking with children. Examples of interactions included discussing the importance of sharing, "*Now then, we need to share with each other*" and considering why a catfish is called a catfish. The atmosphere is relaxed, and children are thoroughly comfortable at the setting. Staff actively support children's social behaviour inside and outdoors and effectively engage with children during activities to discuss ideas. For example, during a painting activity, staff asked "*What colour is that*?" "*Do you want to use a sponge or a brush*." Children are encouraged to respond appropriately. During snack times staff sit and socialise with the children reminding them of appropriate behaviour such as sitting appropriately at the table.

Staff implement positive behaviour strategies in line with their behaviour management policy. Throughout the setting, staff consistently offer praise and encouragement to children. We heard staff commenting "*Well done*" and reminding "*Who had it first? You can have it after*." Staff promote children's play, learning and development, through planning a range of worthwhile tasks such as investigating bees and messy play. Children's input to the planning is noted in a planning document. Through daily observations, children's development and achievements are recorded effectively and are the basis for further planning. Staff carry out nappy changing with dignity and respect. However, the setting needs to review its nappy changing policy to ensure consistency in the use of Personal Protective Equipment. Staff identify children requiring additional support and create Person Centred Plans to set out support strategies. There are effective links with parents and outside agencies to further support children. Staff use incidental Welsh throughout the setting including singing nursery rhymes and counting to 10.

Environment — Adequate

The indoor environment is safe and secure. Visitors are granted access by staff through the main entrance. The open-plan nature of the reception area was discussed with the people who run the setting to assess current layout. The outdoor area is safely accessed through the setting and is surrounded by fencing and screening. However, the fencing of the path leading to the outdoor area requires maintenance to eliminate risk to staff and children. Risk assessments are in place and staff conduct daily checks of the indoor and outdoor areas. People who run the setting evidence that all other required safety checks are completed within appropriate timescales, including testing of fire and smoke alarms, fire extinguishers and electrical systems. The toilet facilities are age appropriate, and all staff follow guidelines to promote children's privacy and dignity.

The premises are warm and provide a stimulating environment for children. The indoor environment is used effectively to promote children's learning and development. Children have opportunities to be curious and investigate and all rooms offer children access to age-appropriate activities. Resources within rooms are stored at appropriate levels so children can access them and make choices independently. The outdoor area is accessed by a ramped area. The setting has invested in new outdoor resources including age-appropriate bikes and a multi-purpose shed which doubles as a seating area. There is also a shelter to allow children to play in all weathers, and climbing frames, slides and a mud kitchen to promote active and creative play. Children enjoy engaging with natures in the wild garden and the bug hotel in the outdoor area Children have free and independent access to the resources.

People who run the setting ensure a successful balance between promoting the children's safety and supporting them to take risks. Children throughout the setting are positively encouraged to feel different textures, to climb, run and use the bikes. They are learning about serving themselves at lunchtime and are reminded that some foods could be hot to touch. When they return indoors, they immediately wash their hands without prompting.

All resources are appropriately and securely stored. All furniture and equipment are age-appropriate and of good quality. All toys and play equipment are clean and well-maintained. There was a range of resources available to promote cultural awareness, celebrations, and diversity within the setting.

Leadership and Management — Good

Leadership and management of the setting is consistently good. People who run the setting are experienced and have a strong vision. They have clear expectations of staff and consistently support them to do their best. The statement of purpose provides parents with relevant information on how the setting runs. People who run the setting ensure they have all regulatory policies and procedures in place. However, not all policies regularly reviewed, shared with parents / carers. They have suitable systems in place to record and store documents including children's contracts, risk assessments and staff files. Managers currently analyse accidents and incidents monthly. People who run the setting inform Care Inspectorate Wales of events as set out in regulations, providing relevant information at the correct times.

People who run the setting have good systems for the evaluation of the service. They seek daily feedback from parents. People who run the setting offer parents / carers, staff, children, and outside professionals' formal opportunities to feed back on the service. They use information purposefully to identify potential priorities for improvement and to improve opportunities for staff and children. Children are also offered opportunities to suggest improvements through staff quoting their responses and the use of faces showing feelings.

People who run the setting value their staff. They ensure suitably qualified and experienced staff are always present to make sure children are safe. There is a strong ethos of teamwork within the staff team, and they work effectively together to ensure the best opportunities and outcomes for children. People who run the setting value their staff through using staff awards displayed in the main entrance. People who run the setting conduct regular staff supervisions and appraisals and support staff in their professional and training requirements. Staff reported that they felt supported by management and felt they could confidently talk and discuss ideas and concerns with them.

Partnerships with parents and outside agencies are strong. Staff share regular daily updates with parents via an appropriate communications app. Information includes sleep patterns, nappy changing, and food eaten during the day. Parents told us their children receive consistently good care and feel involved in the setting. Successful partnerships with parents include daily keyworkers and parent / carer discussions, each morning and afternoon. Within the main entrance, free period poverty resources are available for parents / carers. There is a clear complaints procedure in place, including any formal complaints being investigated by either the manager or owners. People who run the setting have developed strong links with local authority and local primary schools.

Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	
16	The registered person (RP) has failed to ensure that a report is produced within 28 days following a review of the quality of care in order to show how the views of staff, parents and children feed into the development of the service. Ensure that a quality of care report is produced within 28 days of the review and is available upon request for service users, staff and Welsh Ministers.	Achieved
6	No up to date Disclosure Barring and Service checks were in place for the Registered Person (RP). Ensure Disclosure Barring and Service checks for leaders are renewed in a timely manner.	Achieved

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 11 - Medication	Ensure all administration of medicine is recorded in a consistent manner
Standard 10 - Healthcare	Ensure all staff following the setting's nappy changing policy
Standard 22 - Environment	Ensure the surrounding fencing is free from any risks for children
Standard 6 - Working in partnership with parents	Ensure all policies are reviewed regularly and shared with parents

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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