



Inspection Report

Blueberry Bears Nursery & Pre School

**Blueberry Bears Nursery
1 Burt Street
Cardiff
CF10 5FZ**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

13/09/2023

About Blueberry Bears Nursery & Pre School

Type of care provided	Children's Day Care Full Day Care
Registered Provider	BBN Ltd
Registered places	42
Language of the service	Both
Previous Care Inspectorate Wales inspection	14 May 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

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<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children have many opportunities to make choices. They are happy and settled and thoroughly enjoy their time at the setting. They feel safe and secure in the care of responsive staff who know them well. Children benefit from good opportunities for play and learning, and develop independence.

Staff are professional, well qualified and highly motivated. They have a good understanding of how to keep children safe and healthy. They are patient, kind and caring towards children and each other. Staff support children's learning and development effectively through a range of activities and opportunities. These are led by children's interests and developmental needs.

The environment is secure, clean, and well maintained. A range of toys, equipment and resources both indoors and outdoors promote children's play. People who run the setting have thoughtfully designed the layout of rooms to create an inviting space for children.

People who run the setting have a clear vision, which they share with staff. They are motivated and regularly review the setting. They seek to continuously increase the quality of care offered. There is a strong staff team who are well supported. People who run the setting have established good partnerships with parents and outside agencies.

Children have many opportunities to make decisions about how they spend their time at the nursery. They can choose what to play with and can make choices throughout their day. For example, we saw toddlers choosing what stories they wanted read with them. Children of all ages and stages of development express themselves confidently. They know staff listen to their needs and wants and show an interest in their play. Children's voices are strong at the setting. Their interests are considered when planning future activities. Children are very happy, settled, confident and enjoy attending the setting. They cope well with separation from their parents/carers and form positive emotional attachments with staff who know them well. We saw younger children readily approach staff for reassurance and cuddles when needed. We saw children across the setting confidently asking for help and support. They eagerly invite staff into their play and smile happily as they chat to them. Children are familiar with the routines which adds to their sense of safety and belonging. For example, we saw children excitedly get ready to brush their teeth after breakfast.

Children play well alongside each other according to their age and stage of development. Children are building friendships, and we saw them chatting happily to each other at lunch time. Older children are self-disciplined and understand the rules of socially acceptable behaviour. They show respect for people and take care of equipment and resources around the nursery.

Children are highly motivated and engaged in their play and learning. They enjoy a good range of interesting opportunities. For example, we saw children listen attentively to stories, young children laughing as they climbed onto the soft play steps and slide, and children joining in with action songs with beaming smiles. There is a good balance between child led and adult led activities. Children have many opportunities to initiate their own play.

Children have good opportunities to develop their independence skills. We saw young children independently feeding themselves and accessing their drinks throughout the day. Older children learn to serve themselves with tongs, pour their own drinks and learn to clear away after their meal. They independently access the toilet facilities and wash their hands, with encouragement from staff where needed. Children are encouraged to put their coats and shoes on independently.

Care and Development

Good

Staff have a good understanding of how to keep children safe and healthy. They have up to date mandatory training including paediatric first aid, food hygiene and safeguarding. Safeguarding is prioritised and people who run the setting ensure staff's knowledge is regularly tested and refreshed. They have a good understanding of their responsibilities to protect children. Health and hygiene are promoted at the setting. The cook makes healthy home-cooked meals and staff eat these with the children, creating a positive social atmosphere. People who run the setting have put systems in place to safely manage allergies and intolerances. Staff record accidents and incidents in detail and share this information with parents. People who run the setting review this information regularly and very thoroughly to monitor for any patterns or trends. Staff are clear on the policies and procedures at the setting and follow these closely. For example, staff were able to tell me steps they should take if a child was found to have a temperature and were clear on the procedures to safely manage nap times.

Staff manage interactions and behaviour at the setting well. They show warmth, patience and kindness towards children. We heard staff encouraging children regularly with positive phrases such as '*Good job*'. Staff also gently remind children to share, take turns and be gentle when playing, '*be gentle with our baby friends*'. Staff are nurturing, sensitive, and alert to the needs of all children in their care. They work hard to ensure a child centred approach across the setting. Staff role model positive communication to children and promote a positive, calm, cheery atmosphere with plenty of laughter and smiles. This sets the tone for the setting.

Staff support children's learning and development very effectively. They regularly observe children to track their progress and development. Staff plan for how they can support their next steps. This information also helps them to recognise early on when babies or children may have emerging needs. Staff at the nursery work well with parents and other agencies to support children with additional needs. Staff naturally extend children's learning in their play and throughout the day by chatting to them about what they are doing. Staff know children well and naturally adjust the care they give to suit each child. There are daily opportunities for older children to play and learn outdoors. Babies also have opportunities for fresh air; however these are not as regular as those for older children.

Environment

Good

The premises are warm and well maintained. The entrance is secure and locked doors ensure only authorised access is granted. Routine safety checks and certificates for the building, fire safety equipment and appliances are in place. The setting is registered with the food safety department at the local authority. The setting is generally safe, however, on the day of inspection, a small number of risks were present which had not been identified on risk assessments or addressed by staff. Once these had been raised, people who run the setting took immediate action to rectify them. Fire procedures are in place and staff carry out fire drills. However, records show these are not carried out regularly enough to thoroughly test the procedures and ensure staff and children are familiar with evacuation procedures. People who run the setting put plans in place to improve this during the inspection process.

The environment is light and welcoming and very child friendly. It is attractively decorated, appealing to children and has a relaxed and homely feel. Base rooms are spacious and light allowing children space and freedom to move around as they play. Rooms are laid out in an interesting manner to stimulate children's curiosity, exploration and development. There is a good range of purposeful resources and books, which are easily accessible to children encouraging their independence. The outdoor area has been developed to provide an attractive space where children can make choices whilst they play and learn. Within the setting, boards displaying photos of children's families and examples of their art work increases children's sense of belonging.

Toys, resources, furniture and equipment at the nursery are in good condition, well maintained and checked regularly to ensure safety. We saw staff immediately dispose of a toy that had broken. The setting has suitable furniture and resources to support children's independence. For example, child sized tables, chairs and low-level toy storage, suitable for the ages of children in all rooms within the setting. There are a suitable number of children's toilets and nappy changing facilities available.

Leadership and Management

Good

People who run the setting are well qualified, experienced, and passionate about the care they offer. They place a high priority on creating a warm, caring, home from home setting for children. The warmth and energy of vision within the leadership is shared with staff, giving a consistently positive feel across the setting. There is a clear and up to date statement of purpose enabling parents and carers to decide if the setting is right for their child. There are clear policies and procedures in place which are regularly reviewed.

People who run the setting carry out self-evaluation and plan for improvements. They obtain feedback from parents, children and staff and thoroughly reflect on practice to produce a Quality of Care report annually. This is a meaningful process that seeks to drive improvement at the setting. People who run the setting have also demonstrated their commitment to improvement by organising their own internal and external audits to independently evaluate standards at the setting. They have fully engaged in the inspection process as a means to improve quality.

Staff files are up to date and people who run the setting undertake all relevant checks to ensure staff are suitable to work with children. Staff we spoke to told us how happy and supported they felt. This is evidenced by low levels of staff turnover. There are systems in place to ensure staff receive regular supervision and appraisals. Working relationships between the person in charge and the responsible individual are consistently strong and supportive and there is regular and effective communication. However, supervisions and appraisals for the person in charge are not formally recorded.

People who run the setting and staff have established positive relationships with parents and carers who spoke extremely highly of the setting and the care their children receive. They told us how well the setting communicates and supports them and how happy their children are to attend. People who run the setting have established very positive partnerships with outside agencies. They seek to work in partnership with other agencies to provide quality care for children. For example, the setting is part of the Healthy and Sustainable pre-school scheme and has achieved the Gold Standard Plus snack award.

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. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status

N/A	No non-compliance of this type was identified at this inspection	N/A
27	The Registered person did not ensure there was a sufficient number of suitably qualified, skilled and experienced persons looking after the children.	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 7 - Opportunities for play and learning	Increase the opportunities for babies to play and learn outdoors.
Standard 24 - Safety	Review fire procedures and increase frequency of fire drills to ensure staff and children are familiar with what to do in an emergency.
Standard 24 - Safety	Thoroughly review the risk assessment process to ensure all risks are identified and all staff are involved.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Formally record supervisions and appraisals of person in charge.

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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