



Inspection Report

Pitter Patter Day Nursery Ltd

**2 Dulais Road
Pontardulais
Swansea
SA4 8RH**



Date Inspection Completed

04/02/2022

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About Pitter Patter Day Nursery Ltd

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Pitter Patter Day Nursery Ltd
Registered places	73
Language of the service	Both
Previous Care Inspectorate Wales inspection	4 March 2019
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.

<u>Well-being</u>	No Rating Required
<u>Care and Development</u>	No Rating Required
<u>Environment</u>	No Rating Required
<u>Leadership and Management</u>	No Rating Required

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

Summary

Children are very happy at Pitter Patter Day 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 listen well 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 person in charge and staff ensure the setting is clean, bright and airy with suitable toys and resources for the age and stage of the children who attend. The person in charge sets clear expectations and manages her nursery well; taking into consideration the opinions of children, staff, parents and other professionals, to make improvements that benefit the well-being of the children.

Well-being

No Rating Required

Children have a good voice and make effective personal choices. Nearly all children decide what they want to play with from the activities on offer. Younger children choose from a good range of developmentally appropriate play and resources. This promotes their all-round development, enabling them to follow their own interests with confidence. For example, some children enjoy sensory play with balloons whilst other children develop their gross motor skills on the steps.

Most children are happy, relaxed, and confident. They have close relationships with care staff. For example, during free play, children approach staff with ease and ask, "*Can I play with the sand now?*" Younger children form positive emotional attachments with staff. They reach out for hugs as they say goodbye at home time. Children settle well; they are happy and confident. They are beginning to express their views and opinions clearly. One child was very proud of the face she had made from sticking different facial parts onto a blank face and the staff member responded by stating "*mae hwnna yn gret*" a "*gwyneb ti yw hwnna?*". The staff member responded positively to the child with praise.

Children have consistently good interactions with each other and the care staff; they are confident that staff will listen to them. Children have a good sense of belonging. They are very familiar with the routines of the setting. For example, when staff called '*amser tacluso*' and '*tidy up time*' and sang the 'clean up song,' the children tidied their toys and went to wash their hands.

Children enjoy their play and are curious, excited learners who participate very well and concentrate for appropriate periods. Children have many varied opportunities to make choices and decisions for themselves. The children are free to explore their playroom and choose from an excellent range of interesting toys and resources or alternatively they can relax and have quiet times. Children are beginning to learn about sharing and taking turns and we saw children pass toys on to one another and share building blocks. They are beginning to become sensitive to the needs of others. We saw the children engrossed in imaginative play and playing co-operatively. For example, they interacted with each other as they set up a horse and carriage with small world; "*Is that going there?*" and "*I'm making the horse go fast!*"

The majority of children show good independence skills. For example, at lunchtime, they eat with forks and confidently ask for their preferred foods. Older children pour milk and water for themselves, whilst some ask for support from care staff. Younger children are becoming increasingly social and independent. They freely explore their play environment indoors and outdoors with confidence. Children who arrive at the nursery from a nearby school place their coats and bags on their pegs and instinctively wash their hands ready for lunch.

Care and Development

No Rating Required

Care staff fully understand and in the main consistently implement policies and procedures to promote healthy lifestyles and personal safety. They follow and implement robust cleaning routines and risk assess the areas accessible to children on a daily basis. Care staff keep all areas clean and sanitise all areas before and after meals. However, we observed that prior to lunch in the baby section care staff washed the children's hands in a communal bowl of water. We brought this to the attention of the provider and person in charge and they rectified the issue immediately. Care staff preparing meals for children wear the appropriate personal protective equipment (PPE) and their food hygiene certificates are in date. Care staff understand and implement the Welsh Government's best practice food and nutrition guidance for childcare settings and provide a good nutritionally balanced menu for children. They identify and respond to children's allergies, intolerances and preferences. They fully complete relevant records of accidents, existing injuries, incidents and medication. Care staff understand their responsibilities to protect children. They respond well to questions in relation to potential safeguarding and child protection scenarios. Care staff robustly supervise children at all times.

Care staff fully understand the behaviour policy and consistently implement positive behaviour strategies. They praise children for pouring their own drinks at snack time, and for sharing and taking turns when playing in the sand pit. Care staff promote positive behaviour strategies. For example, when children had a disagreement, care staff discussed the activity calmly and praised them for working well together. Care staff show caring and nurturing interactions with children. For example, they respond and cuddle children spontaneously. Care staff are consistently responsive. They happily respond to children's needs promptly and effectively during play, meal times and whilst responding to their personal needs.

Care staff have a good knowledge and understanding of children's developmental needs. They make observations and assessments of children's work and progress. Care staff follow children's interests and use previous observations and assessments to produce next steps and goals for them. They use a speech and language assessment tool to develop children's language development further. Care staff develop language and mathematical development through planning of themes, songs and stories during circle time in line with the new curriculum. They sing Welsh and English songs and encourage children to count in Welsh. Care staff encourage recognition of colours, names of animals, counting and phrases during circle time and question children about their knowledge bilingually. Children use colours to describe how they feel. For example, *"I feel happy - yellow, green, pink and red because I love my mammy and daddy"*, *"I feel green and calm"*, *"I feel blue because I'm missing mammy and daddy"* and *"I feel orange and angry because my baby sister takes my toys"*.

Environment

No Rating Required

People who run the setting have effective measures in place to ensure that everyone understands their responsibilities in relation to the welfare and safety of children. The environment is safe, secure and well maintained indoors and outdoors. People who run this setting have effectively organised consistent cleaning routines that reflect good infection control practices. They regularly update robust risk assessments and maintenance records are current and complete. Both entrances to the nursery areas are secure and a security system is in place for care staff to access the areas. There are records of people who visit the service in both areas of the setting. Those who run the setting organise and record regular fire drills.

The premises are welcoming and there are displays of children's work shown in some areas. All toilets and changing facilities are accessible, clean and provide for children's ages, as well as their privacy and dignity. Furniture and equipment are suitable for the children's ages and stages of development. There is a good space for children to explore and move around indoors and outdoors. Children benefit from the plentiful natural lighting from the large windows in the main playrooms. People who run the setting provide age and developmentally appropriate resources and equipment. Children socialise happily as they sit at age-appropriate tables, chairs and high chairs. The people who run the setting organise the environment well so that it provides an adequate range of play opportunities suitable for nearly all the age ranges cared for. Since the last inspection, the setting has made positive improvements to the environment both indoors and outdoors. Children have plenty of room to explore a range of different areas within the main playroom and babies have their own base room. People who run the setting organise the environment well to ensure children use it fully. Children can independently access a wide range of age/developmentally appropriate toys, resources and equipment.

People who run the setting suitably organise the resources and toys. They provide sufficient age appropriate resources that help children's and personal and social development, language, mathematical, imaginative and physical skills. Children have access to puzzles, creative resources, books, construction play, role-play resources and small world opportunities indoors. There are good outdoor spaces with a roofed indoor/outdoor area leading off the main preschool playroom. Learning opportunities include experimenting in a mud kitchen, gardening, constructing and riding bikes. English and Welsh vocabulary is displayed and bilingual books are on offer in reading areas. People who run the setting ensure that there are themes and resources that promote different cultures and diversity.

Leadership and Management

No Rating Required

People who run the setting are organised. They consistently review and share their policies, procedures and statement of purpose, which comply with regulations and meets National Minimum Standards (NMS). However, people who run the setting do not always complete all concern logs fully and promptly in line with the complaints policy and procedure. People who run the setting deploy care staff appropriately, so that they meet staffing ratios and children's needs. All regulatory records and insurances are in place.

People who run the setting follow a timely and robust recruitment process followed by an effective induction period. They conduct regular supervisions and appraisals and identify training needs. People who run the setting ensure nearly all care staff have completed up to date mandatory training. They are aware of prevent duty in relation to radicalisation and terrorism activity. However, not all care staff have completed the prevent duty training.

The self-evaluation and operational plan is purposeful and implemented. People who run the setting consider the views of children, parents, care staff and other outside agencies to create future goals for the setting. People who run the setting appropriately follow and take into account any issues that arise, and respond to them in detail with professionalism and dignity.

Partnerships are good. People who run the setting provide information to parents daily about their child's day. They also inform parents of their child's development, changes to the service, activities and any other events through newsletters and messages through a social media webpage. As well as the app, they feedback to parents verbally and focus on children's needs, moods and preferences. Parents are very happy with the care and development of their children. They feel that staff meet their children's needs and they are confident that their children are very happy going to the setting.

Recommendations to meet with the National Minimum Standards

R1-Complete all concern logs fully and in line with the Complaints Policy.

R2- Ensure all care staff fully understand and consistently implement policies and procedures in relation to hand washing procedures.

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

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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