Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Forge Fach Day Nursery

Forge Fach Resource Centre
Hebron Road
Clydach
Swansea
SA6 5EJ



Date Inspection Completed

13/09/2024

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About Forge Fach Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Rowena Bent
Registered places	61
Language of the service	English
Previous Care Inspectorate Wales inspection	18 November 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 but does demonstrate efforts to promoting the use of the Welsh language and culture.

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

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

Summary

Children confidently communicate their wishes, and their needs are considered. They have good opportunities to make choices, and their interests are valued. Children are happy and settled and have formed close relationships with children and staff. They are active in their play and express enjoyment whilst developing their independence skills.

Staff understand policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. They manage risks well and are knowledgeable in their responsibilities to protect children. Staff ensure children are supported in their play and learning and provide good opportunities and experiences for children.

Leaders have highly effective policies in place to ensure everyone understands their responsibilities to keep children safe. They ensure the environment is extremely secure, well maintained, and welcoming. People who run the setting have very effective and robust health and safety measures in place and minimise risks to children.

Leaders have a clear and innovative vision and are committed to continuous improvements. They fully understand their regulatory responsibilities and ensure staff training is managed effectively. They have established very strong partnerships with parents, schools, and the local community.

Well-being	**Good**

Children are happy and communicate confidently amongst friends and with staff. They consistently make decisions about what affects them. For example, during morning snack babies indicate they want more food and hold their beakers up for more water. Children confidently ask for support, for instance, during outdoor play, children ask staff to stand close by as they climb the apparatus. Younger children decide when they have had enough lunch and are confident to tell staff. During play, children know they can make choices and decisions as they move independently around the play areas.

Children are settled and feel safe. They cope well with separation and arrive enthusiastically. Children enjoy seeing the familiar faces of staff as they greet them. They know the daily routine, immersing themselves in their play. Children are content with transitions throughout the day such as descending from their base room upstairs to the outdoor play area.

Interactions between children and staff are meaningful and caring. Very young children point and nod as they interact with staff. For example, babies attempt to sing songs when they are sung to and enjoy passing phones to staff to instigate a dialogue such as *"Who's there? Mammy?"* Babies respond by smiling. They are comfortable to seek reassurance or closeness when they wish, such as seeking cuddles with staff during story time. Older children chat happily together, they exchange news, show excitement when they take part in activities, and negotiate different resources such as sticks and spades in the sand trough.

Children participate in many purposeful experiences and are enthusiastic and interested in their play and learning. For example, in the role play area, children engage and concentrate as they make foods. One child proudly presents a plate to a staff member nearby, *"Me got lettuce and banana for you!"* Whilst preparing for lunch, children happily observe others and are confident to chatter about the aprons they are wearing. Children have the freedom to explore their indoor and outdoor environment safely and do so with confidence, enjoying the opportunity to follow their own instincts and ideas. For example, young babies help themselves to books from the bookshelf and enjoy the experience of turning pages. Outdoors, older children enjoy team games and listen carefully to the rules of the game before playing tag with their friends. They co-operate and learn to take turns as they begin to experience the concept of winning and losing.

Children have good opportunities to develop their independence skills enabling them to do things for themselves successfully. For instance, they collect their cutlery from the baskets at the self-serve station for their lunch. They also confidently help themselves to water from the water dispensers. During mealtimes, children of all ages enjoy the experience of sitting at age-appropriate tables and demonstrate a sense of achievement when they feed themselves. Older children are independent in their toileting and handwashing skills.

Care and Development	**Good**

Staff understand their roles and responsibilities to promote children's safety, well-being and learning effectively. They identify and actively manage risks as and when they arise. Staff are confident in the setting's safeguarding procedures and are aware of their responsibilities to protect children. They implement effective cleaning and hygiene practices throughout the day and actively encourage children to consider their own hygiene. For example, staff encourage children to wash their hands before meals and provide warm flannels for each child after meals, supporting them to wipe their hands and faces. Staff follow the setting's nappy changing policy and ensure dignity and privacy are maintained. They praise children for their efforts in the toilet area. Staff are knowledgeable regarding the setting's procedures when dealing with allergies and are fully aware of children's dietary needs. They ensure information on accidents, incidents and illnesses are recorded with evidence of parental acknowledgements and consents. Staff also record details around nappy changes, sleeps and meals sharing this information on the parent communication app. Staff provide a healthy and well-balanced menu, which includes daily homemade meals such as shepherd's pie and healthy snacks such as fresh fruit. Staff supervise children well and communicate openly with each other around levels of risks, preparation of activities and clearing away. The ethos of collaborative teamwork is evident.

Interactions between staff and children are consistently positive. Staff are good role models and ensure their approach is kind and caring, creating a respectful and happy environment. For example, as children arrive, they greet them warmly, *"I'm so glad you're here today."* Staff know the children well, which results in positive behaviour and a relaxed learning environment. They encourage children to be inquisitive and curious. For instance, during a tabletop farm activity, staff question children and encourage them to think about their answers. Staff call the children by their names and speak with encouragement. Their practice promotes inclusion, equality and children's rights, enabling them to feel a sense of belonging. Staff consistently promote children's likes and wishes and endeavour to use incidental Welsh with those whose first language is Welsh. For instance, *"I knew you liked mixing, this is very good, da iawn."* They sit with children during their mealtimes and promote good table manners and social skills.

Staff are confident to explain their roles and responsibilities and welcome opportunities to share examples of good practice. They have a good understanding of child development and take pride in the opportunities they provide for children's play or the activities they plan. Staff explain their planning process involves each staff member having an input and being aware and mindful of children's interests and individual needs. They ensure the children's learning is documented and shared with parents.

Environment	**Excellent**

Leaders have excellent measures and policies in place to ensure everyone understands their responsibilities in relation to children's safety. They ensure the environment is safe, secure, and very well-maintained both indoors and outdoors. Leaders offer a welcoming, warm and clean environment. They carry out regular fire drills and ensure evacuation processes are clearly displayed, with records around these up to date. Leaders ensure fire equipment is serviced and building safety checks are completed and documented correctly. They keep a comprehensive file of up to date and purposeful risk assessments and ensure these are reviewed annually or when the need arises. Leaders ensure staff use a digital app to record children and staff attendance with arrival and departure times being inputted and stored. Leaders monitor security and practice effectively using an internal camera system. Leaders keep first aid boxes in each of the rooms and ensure all visitors sign in and out of the setting. They also ensure all documents and arrangements relating to the safe transport of children are in place, including age-appropriate car seats.

Leaders offer an exceptional environment, which is stimulating and has purposefully designed indoor play spaces for the children. They offer safe entrance areas on both floors of the premises and ensure safe practices are embedded for the arrival and departure of children. Leaders also ensure staff practice the password process effectively during pick up, as well as enable confidential discussions with parents. They offer age-appropriate rooms, including a newly opened room for preschool children and an exciting play space for older children. The playrooms for preschool and older children both include their own toilet areas, which promote independence. Leaders have worked hard to ensure each room offers learning areas, which enable children to develop new skills. For instance, children have excellent sensory experiences in different areas such as role play, mark making and tuff trays. Leaders ensure the outdoor areas offer inviting play spaces with varying surfaces for children to navigate. For instance, the newly refurbished baby outdoor play space offers shelter and opportunities for babies to explore safely and develop their physical skills.

Leaders ensure children have access to an excellent range of quality play resources. They invest in age-appropriate and meaningful play equipment such as loose parts and sensory play. Leaders offer variety, choice, and opportunities to explore and learn, ensuring all play materials are accessible to children and displayed at their level. In the outdoor area, they provide an exciting range of quality equipment to develop physical skills such as climbing apparatus and ride on toys. They provide resources that offer exciting opportunities for children to solve problems and develop their thinking skills such as loose parts, water troughs and magnetic puzzles. Leaders also ensure wall displays and their planning promote the children's identity and sense of belonging.

Leadership and Management — Excellent

Leaders have an innovative vision for their setting and share an up-to date statement of purpose which accurately reflects the provision. They keep an extensive file of policies and procedures, which are reviewed annually to accurately reflect the setting's current practice and procedures. They ensure these documents are readily available for staff and parents to read as and when they wish. Leaders understand their regulatory responsibilities and document these in an exceptionally organised and effective way. They keep detailed and up to date records such as children's files and ensure legal documents in place.

Leaders prepare a detailed annual self-evaluation review. They carefully consider the views of parents, staff, and children and present the findings in a clear report. Leaders effectively self-evaluate and outline how they analyse their practice and listen to feedback to ensure continual improvements are made. They make effective use of grants and funds to enhance the safety, practice and quality of the setting.

Leaders manage staff extremely well. They have effective safe recruitment procedures in place and are all completed before staff start to work at the setting, ensuring the children at the setting are safeguarded. All relevant documentation is organised within their staff files and stored confidentially. They ensure staff are supported through a careful induction process. New staff told us they feel extremely supported and enjoy shadowing experienced staff. Staff who are apprentices explained they have opportunities to attend weekly workshops, which enable them to feel included in all aspects of the setting's practices. Leaders ensure all staff receive regular supervisions and purposeful annual appraisals, which enable staff to discuss targets and fulfil training needs. This has a positive impact on the children. Staff told us they are very happy and feel empowered to develop professionally within the setting, such as opportunities to become room leads and take on further responsibilities. Leaders ensure mandatory training such as safeguarding, first aid and food hygiene are complete and timetables for future training courses are in place. During staff meetings, ideas shared between leaders and staff to promote effective practice such as staff rotating certain responsibilities.

Leaders enjoy working collaboratively with their sister setting and strive to deliver quality care through long established partnerships with parents, professionals and umbrella organisations. They offer school pick up services and work closely with several local schools to enable children to access reliable after school care. Leaders make excellent use of their community and the centre from which they run. This ensures children develop a sense of identity and have opportunities to visit local areas such as weekly visits to the library, where the children enjoy story times. Leaders ensure parents are kept up to date via a communications app. Parents told us their children are extremely happy at the setting and praise the excellent standards of care and leadership. Parents praise staff for being approachable and refer to them as 'amazing' and refer to the setting as 'outstanding'.

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	

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)
	No NMS Recommendations were identified at this inspection

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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