Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Funky Footsteps

Funky Footsteps Day Nursery
Wise Up Community Educational Centre
Julian Terrace
Port Talbot
SA12 6UG



Date Inspection Completed

03/07/2024

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About Funky Footsteps

Type of care provided	Children's Day Care Full Day Care
Registered Person	Claire Chapman Davies
Registered places	98
Language of the service	English
Previous Care Inspectorate Wales inspection	12 February 2020
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	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.

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

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

Summary

Nearly all children are happy and settled at Funky Footsteps. They make choices and decisions about what and where they play. Children have good relationships with one another and staff. They enjoy a range of opportunities, both inside and outside.

Staff understand and nearly always implement policies and procedures to promote safety for children. They interact and engage successfully, using positive reinforcement regularly. They clearly know the children very well. Staff provide a range of play and learning activities.

Leaders have effective policies and practices in place. They ensure the environment is suitably safe, secure, and overall, appropriately maintained indoors and out. Children access a range of activities and resources, most of which are available to them.

Leaders have a sound understanding of the regulations and national minimum standards. They are very organised and have a clear vision, which they share with others. Leaders are keen to drive improvement. There is a strong team ethos which promotes an effective provision.

Well-being — Good

Children have a strong voice at the setting. They confidently approach staff to chat or to ask for assistance. For example, one child held out their coat to indicate that they wanted help to put their coat on, which staff responded to promptly. We observed the children; encouraged by staff, to choose what they wanted to play with, and they were obviously very familiar with the activities and areas available.

Nearly all children settle quickly and cope well with separation from parents or carers. We saw children smiling at staff when being picked up from school. Any unsettled children are given support and reassurance, which allows them to settle. Nearly all children know the routines well and this helps to develop a sense of security. For example, while waiting for snack, children choose the songs they would like to sing and choose which area they will play in outside. Children's choices and opinions are respected. For instance, when one child decided, they did not want to join in with an activity, their choice was respected.

Children interact well with their peers and the staff caring for them. We saw that most of the children were polite and able to take turns. For example, children greeted visitors with a handshake and *"nice to meet you".* Children were visibly pleased when staff praised them for sharing and being kind to each other. For instance, one child helped another put on their shoes to go outside, which staff noticed and praised. Children support each other in their play and most share resources with each other. We saw one child encouraged another to play in the dressing up area by saying *"come on, let's go to the princess party."*

Children are engaged in their play and learning but also relax and enjoy quiet times. For example, they can access a ball pit and soft playroom to help them calm down and relax if needed, before joining the main playroom. They can concentrate for an appropriate amount of time for their stage of development. Children have extended periods of child initiated, uninterrupted play as well as frequent opportunities for adults to play alongside them.

Children have a good variety of experiences, including freely chosen, and self-led play. This enables them to gain a good range of skills, be independent, participate, follow interests, and promote their all-round development. For instance, outside, one child carefully poured their own paint onto a sponge brush, then walked over to the easel to spread the paint. They proudly looked at their painting and decided to return to the paint station to add more colours. Children are provided with good opportunities for independence at snack time by pouring their own drinks and serving themselves food items.

Care and Development — Good

Staff are clear about their roles and responsibilities in keeping children safe. They confidently answer child protection scenarios and explain the setting's procedures. Accident, incidents, and existing injuries are recorded efficiently, and shared with parents. Children develop an understanding of healthy lifestyles by being encouraged to participate in tooth brushing, washing their hands after using the toilet facilities and before eating. However, this is not always done consistently across the age groups. For example, younger children were given wet wipes to wipe their hands before snack in the morning, but older children did not all wash hands prior to meals. Children are provided with healthy snacks and drinks at snack time. Drinking water was available throughout the session for children and children could access this independently. There is good support for staff around children's individual allergies and intolerances, and we saw clear information on the notice board in the kitchen and dining room.

Staff communicate well with children and create a calm and relaxed atmosphere. They are good role models and interact warmly and purposefully throughout the session. For example, they sit with children during snack and lunch time, modelling good social and communication skills. Staff have consistent expectations of behaviour and work in line with their behaviour management policy. They praise children for being kind or sharing resources which has a beneficial impact on children's behaviour and self-esteem. For instance, we heard staff using *"da iawn", "thank you",* and *"well done"* with the children throughout the day. When reminders are needed, they are done in a calm and quiet manner. For example, one child wanted another child's bike. Staff reminded the children about taking turns and discussed how they could manage this issue. They suggested that the child on the bike was given a few more minutes on the bike and then they would swap. Both children were happy with this suggestion and played happily. Children respond well to requests from staff and on the day of the inspection, behaviour was generally good.

Children are cared for by staff who are caring and responsive to their needs. They are enthusiastic which ensures that children's play, learning, and development is promoted. For example, staff observe children in their play and use open questions to develop or extend their learning. Staff are alert to children who may have additional learning needs, they have good procedures for support in place. Children's development is monitored regularly by their keyworkers. Staff complete comprehensive records to help track children's development and implement effective observation and assessment systems in planning next steps for children's individual development.

Environment — Good

Leaders ensure the environment is safe, secure, and suitably maintained. The main entrance has a secure lock, and all visitors sign in. There are a comprehensive range of risk assessments, including many areas and aspects of the building, alongside specific risk assessments for, substances, activities and outings. Staff complete and record daily health, safety, and cleaning checks. Regular fire drills are completed at different times of day. Appropriate electrical, fire extinguisher and boiler safety checks remain current. Overall, effective cleaning routines are in place.

Leaders ensure the service provides a range of opportunities for children. The indoor play space provides children with a variety of areas of play, depending on their ages. There are additional rooms which allow for gross motor play, relaxation, and a dining/playroom with access to an outside play area. There are suitable toilet facilities and appropriate nappy changing area. Many children choose their interests and resources independently. There are a variety of displays, which promote their achievements, many with bilingual translations. We saw photographs of children engaged and interested in their play, trips, and learning, promoting a strong sense of belonging. The outdoor play space has an undercover area, allowing for access in all weathers. Outside has a variety of resources and play opportunities. Including sensory play, mark making, and ride on toys. Leaders confirmed they are developing plans to improve the inside and outside provision further. Recent issues with leaks from the roof have not had an impact on the areas children use and plans are in place to replace the roof shortly.

Leaders provide a range of developmentally appropriate play and learning resources. Many of the resources are available for children to access independently and they choose where they want to play. Leaders confirmed they rotate toys regularly to provide children with a variety. They provide resources for all ages and stages of development, which contribute to the children’s all-round development. For example, through role play, construction play, sensory and creative activities. Leaders are starting to introduce to real life objects and resources to help develop children’s curiosity. They provide resources and learning opportunities which promote children’s understanding about wider society, celebrating equality, diversity, and cultural awareness. For instance, there is a strong promotion of Welsh culture throughout the setting.

Leadership and Management — Good

Leaders are experienced in their role and are very organised, they meet and often exceed the national minimum standards and regulations. There is a strong vision for the setting, which is shared with others. Leaders are keen to drive improvement. They engage positively with Care Inspectorate Wales and inform us of any significant events at the setting. They have an up-to-date Statement of Purpose which reflects their service fully. Leaders ensure clear regulatory records are in place, such as registers for children and staff, contracts, and consent forms. Policies, procedures, and documents are regularly reviewed. They have appropriate public liability insurances. Car documents, including insurance, MOT, and Tax are in place for all staff who transport children. There are clear records and systems in place in relation to school runs with effective management of ratios during these times.

Leaders have effective self-evaluation systems in place. They seek the views of children, parents, and other professionals. Within the review they reflect on what they do well and how they can improve. They continually look at developing the provision further. For example, the introduction of quarterly review meetings to review and progress where the provision is at. Leaders are involved in the day to day running of the provision, providing a supportive and effective team working environment.

Leaders follow robust recruitment processes to safeguard children. There are recruitment procedures and suitability checks in place. Many staff are long standing members of the team. All staff have current Disclosure and Barring Service checks. Induction and probation reviews are complete. Staff have support from their leaders, with supervisions and appraisals undertaken, although not all supervisions are always recorded. Formal and informal team meetings regularly take place. There are opportunities for staff to undertake training as part of their continual professional development.

Leaders have established relationships with parents and carers. Recently developing support groups. For example, An ALN group for children and their families is well attended, offering support pre and post diagnosis, providing a space to get together in an encouraging environment. They link with a range of professionals and have strong partnerships with other local providers. Parents are kept informed of their children's development through their online application. Verbal discussions take place regularly, with an open-door policy in place. As part of the inspection process, we gained very positive feedback from parents, with comments such as, "*My children love this crèche the staff are so approachable and communication with them is brilliant*", "*The staff at funky footsteps are all so caring & approachable"* and *"The management are amazing....they listen and support not just the children but the families too! They recognised how isolating being a parent of a child with additional needs is and set up a group to help us meet others. They also have organised social events for all parents too. They have supported our family in so many ways."*

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
	Regulation 25 - hazards and safety	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 10 - Healthcare	Ensure consistent hygiene practices are in place and followed effectively.

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)
Ensure all supervisions are formally recorded and are undertaken at regular intervals.

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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