Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Button's and Bow's Day Nursery Ltd

St Davids Church Room
Clarke Street
Cardiff
CF5 5AL



Date Inspection Completed

10/09/2021

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About Button's and Bow's Day Nursery Ltd

Type of care provided	Children’s Day Care Full Day Care
Registered Provider	Button's and Bow's Day Nursery Ltd
Registered places	48
Language of the service	English
Previous Care Inspectorate Wales inspection	16 May 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

Summary

This is an inspection undertaken during the Covid-19 pandemic; therefore, we have focused on the priority areas for this setting and not the full quality framework.

Children are happy and enjoy attending. They have opportunities to become independent and develop well. Children form close bonds with staff and confidently explore the environment and activities available. Children delight in their play and make friendships they value.

Staff are professional, appropriately qualified and take their responsibilities seriously. They keep children safe and implement effective routines. Staff are kind, caring and interact well with the children. They support children's learning and development through well-planned and exciting activities. Staff keep effective records of children's progress.

The environment is clean, welcoming and organised. Staff ensure the environment is safe and suitable, completing risk assessments and daily checks. A wide range of indoor and outdoor toys and resources promote children's all round development.

The leadership and management of the setting is strong. Staff feel well supported and enjoy their work. They receive regular training to keep their knowledge and skills up to date. Required policies, procedures and records are in place. Good partnerships with parents are developed.

Well-being

Children have choices and make decisions about how they spend their time. They choose what they want to play with. Outdoors, some children chose to dig for buried ‘dinosaur bones’ in the sand, whilst others bounced on mini trampolines or played on the slide. Children choose when to eat snack, which means they can continue to play if they are not hungry. They chat confidently to staff and invite them to join in with their play. We saw one child offer a staff member a play dough cake, smiling gleefully as the staff member pretended to eat it. Children’s ideas and interests influence activity planning.

Children are settled and content. New children to the setting receive lots of cuddles and reassurance from staff, which helps them separate from their parents/carers. Children enjoy being with their friends and form affectionate relationships with staff. They are familiar with the setting routines, which makes them feel safe and secure. They line up calmly before going outdoors to play and know to sanitise/wash their hands at appropriate times. Children happily tidy up at the end of a session.

Children interact well for their ages and stages of development. They learn to share space and resources. For example, we saw children take turns to use the slide and share sponges and water to wash the ride on cars outdoors. Children are kind and thoughtful towards their friends. One child offered comfort to another by picking out a special toy to give to them.

Children enjoy their play and concentrate on activities for an appropriate amount of time. They are motivated to follow their own interests when playing. We saw children absorbed in their role-play pretending to go shopping and prepare meals. We heard lots of giggles and laughter as children pretended to drive to the park and beach during outdoor play.

Children have many opportunities to be independent. They access the toilet facilities themselves and wash their own hands. Children pour their own drinks and wash their cups and plates at snack time. They access resources with ease from labelled storage boxes. These skills help prepare children for attending school.

Care and Development

Staff understand their roles and responsibilities to keep children safe and healthy. Staff receive regular safeguarding training. They effectively implement the setting policies and procedures and know what to do should they have concerns about a child. They provide healthy snacks during the day and drinking water is available at all times. The setting has achieved a healthy snack award evidencing a recommendation from the previous inspection is met. The cook holds a current qualification in food safety and community food and nutrition; she prepares a good variety of healthy home cooked meals for the children. Regular fire drill practices ensure staff and children are aware of how to leave the building safely. Staff record all accidents and incidents in detail, parents receive a copy and sign. Staff have current paediatric first aid training and are confident to deal with minor injuries. Information relating to children's allergies is shared and accessible to all staff.

Staff interact in a kind and caring manner with the children. They are responsive and approachable which means children approach them with ease. For example, staff have meaningful chats with children, such as how children are feeling about starting at primary school. Staff encourage children to express their views and preferences. We saw staff ask children to choose a smiley or sad face picture at the end of snack time based on their enjoyment. Staff use this information to plan future snacks in line with children's preferences. Staff are consistent in their management of behaviour, using age appropriate language in a kind manner. They use soft tones to distract children who are upset and praise children for all their efforts. Staff act as positive role models and manage all interactions appropriately.

Staff support children's learning and development effectively. They regularly observe children's play and learning to track their progress and plan appropriate activities. Staff record children's progress and share this regularly with parents. The current theme is evident in children's creations displayed on walls, books on offer to read and activities available. Staff consistently follow a planned programme of activities. Weekly planning considers all areas of learning and includes both child and adult led activities. Staff promote the use of the Welsh language well. We heard children join in with a variety of Welsh songs and use Welsh language to talk about the weather during circle time.

Environment

The environment is safe and secure and provides ample space for children to play and learn. Regularly reviewed detailed risk assessments ensure staff know how to keep children safe. There are specific risk assessments and procedures in place to eliminate the spread of Covid 19. Staff complete daily checks on the rooms and resources to ensure they are clean and safe. Routine maintenance checks for the building and appliances are undertaken. Registers for children and staff caring for them are complete. Staff ensure only authorised entry to the setting and keep a log of any visitors. Visitors complete a Covid 19 risk assessment before entering the building.

The environment is clean and well maintained and provides a welcoming, child friendly space. The room is light, bright and organised to promote the different areas of learning within the Foundation Phase. Children are able to access toys and resources with ease, which supports their independence. Photos on play boxes ensure that children can easily identify the contents. Staff display children's photographs around the setting, which gives children a lovely sense of belonging. Attractive bilingual displays of children's work celebrates their achievements and promotes the Welsh language. The outdoor play area is safe and secure and offers a good range of play opportunities for children, including sand, water, climbing equipment, planting area and a mud kitchen. A parent told us that their child loves to play in the mud kitchen and they receive many pictures of their child playing outside.

Regular cleaning of toys and equipment is undertaken, which is especially important during the current pandemic. We saw staff sanitising toys after the morning session. Resources are of good quality. The setting has suitable furniture and resources to support children's independence. For example, child sized table, chairs, and individual named coat pegs for their belongings. There are a suitable number of children's toilets and nappy changing facilities available. Liquid soap and paper towels are accessible, and posters designed by older children to remind children how to wash their hand appropriately are on display.

Leadership and Management

Required policies and procedures are in place and most contain relevant information. The missing/lost child policy did not include information about referring incidents to CIW. The manager updated this policy prior to us writing our report. The manager told us they will review the child protection policy in light of recent safeguarding training and we discussed the benefits of the Wales Safeguarding procedures app. There is a clear statement of purpose providing parents with ample information about the setting. However, the statement of purpose did not state that the manager's job share the role. Managers are motivated, have a clear vision for the service and are receptive to feedback.

The managers carry out thorough checks to ensure all staff are suitable to work with children. Staff receive regular individual supervision meetings providing them with time to reflect on their strengths and discuss any training needs. Regular staff meetings address any issues, ensuring that staff are aware of their roles and responsibilities. This helps with the smooth running of the setting. All staff have up to date mandatory training and good opportunities to undertake a range of additional training. The manager ensures there are enough qualified and experienced staff to make sure children are well cared for, at all times.

The managers plan very well for improvement. There are systems in place to monitor the quality of care provided. The manager regularly seeks feedback from parents and children in order to complete an annual quality of care report. The report identifies strengths and areas for improvement and sets out actions to achieve this. The setting has achieved highly commended in the Early Years Wales Quality Assurance Scheme (an accreditation recognising good quality childcare and ongoing commitment to improve). Additionally, the setting is currently undertaking another award to promote and further enhance children's health and well-being. Since the last inspection staff have implemented a system for older children to raise a complaint if they so wish.

Partnership with parents is good. Staff share information daily with parents via a digital app. Parents also receive verbal feedback at the end of their child's session. Most parents we spoke to said they receive ample information about their child's time at the setting, however a small minority said they would like more detail about the activities planned for the children. Parents said that they were extremely happy with the setting stating, '*Fantastic nursery, staff go above and beyond, they are flexible and supportive, my child has grown in confidence since they have been there.'*

Recommendations to meet with the National Minimum Standards

R1. Review the child protection policy in light of recent training, and download the Wales Safeguarding Procedures app

R2. Update the statement of purpose to reflect job share of the manager role.

R3. Consider ways to share weekly planning with parents.

Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved	
None	

Areas where priority action is required	
None	

Areas where improvement is required	
None	

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