Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Building Blocks Nursery

Royal Glamorgan Hospital
Ansari Court
Llantrisant
Pontyclun
CF72 8XR



Date Inspection Completed

02/08/2024

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About Building Blocks Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Valedown Limited
Registered places	43
Language of the service	English
Previous Care Inspectorate Wales inspection	10 January 2024
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children are very happy at the setting; they feel valued and have a strong sense of belonging. They are confident to express their ideas and opinions and most children can make decisions about how they spend their time. They are developing positive and warm relationships with each other and staff. Children are beginning to develop their independence skills**.**

Staff interact well with the children and build positive relationships with them. They are kind, caring and engage positively with the children, supporting their play and building their confidence. Staff mostly follow policies and procedures to keep children safe and healthy.

The environment is safe, clean, and secure. There are a suitable range of risk assessments in place. There are beneficial measures to maintain the safety of the environment. There is a good range of toys and resources, offering a variety of play experiences, both indoors and outdoors. The environment provides most children with suitable opportunities to make independent choices in their play and develop their self-help skills.

Leaders are motivated to run a quality provision and have taken sufficient steps to address nearly all areas for improvement identified at the last inspection. Suitable recruitment procedures are followed. Leaders have produced an appropriate range of policies, procedures and documentation which guide staff and outline expectations. Improvements are required as leaders do not always ensure adult to child ratios are maintained. Staff are happy at the setting and relationships with parents are good.

Well-being	**Good**

Most children have good opportunities to make choices and decisions about how they spend their time. There are a variety of toys and activities freely available to older children. Toddlers and babies have toys regularly rotated to offer variety. Nearly all children express themselves confidently, as they know their wants, needs and moods will be listened to. We saw children ask for more toast at snack time, which staff responded to instantly. Children confidently and competently move resources around the play spaces, choosing where they feel most comfortable playing. For example, a child brought a doll they were playing with to the snack table, to join in the routine.

Nearly all children are very happy at the setting, they feel valued and have a strong sense of belonging. The very few children who become a little upset are supported well and are soon playing happily with their friends. They enjoy being in the company of other children, forming warm and affectionate friendships and developing secure relationships with staff. We saw children receiving cuddles from staff members, which they responded to warmly. Nearly all children know the daily routines well, which helps them feel settled and confident in their surroundings. They receive lots of encouragement and praise from staff for their efforts, giving them the confidence to play and learn.

All children are relaxed and enjoy their time at the setting. They enjoy one another's company, form friendships, and show interest in what each other is doing. For example, a child makes a pretend milkshake in the outdoor mud kitchen, offering their friends a milkshake too. Children are learning to share toys and resources. For example, a small group of children sit at the drawing table, chatting and jointly deciding which picture they will colour in. All children enjoy their play and learning. They are enthusiastic and fully involved in the activities. They benefit from a variety of play opportunities to develop, learn and use their imagination. We saw babies, popping bubbles and joining in when staff sing songs. Children are motivated to follow their own interests and sustain their play for periods suitable to their age and stage of development. We saw a staff member lightly sprinkling water over the children's heads in a game. The children were shouting '*more, more'* creating lots of excitement and smiles. The activity went on for some time.

Most children are beginning to develop their independence skills, enabling them to do things for themselves. This promotes children's self-help skills and builds their self-esteem. For example, toddlers are encouraged to wash their own faces after lunch. Most older children access the toilet and wash their hands competently, while other children are offered support when needed. At mealtimes, younger children feed themselves and babies are offered assistance when needed. Children of all ages are encouraged to help tidy up after play.

Care and Development — Adequate

Overall, staff have an appropriate understanding of their roles and responsibilities to keep children safe and healthy. The setting has a suitable range of policies, procedures and

documentation which provide staff with clear instructions as to what is required of them. Staff understand their duty to report and record concerns and are confident in their responsibilities to implement the setting's safeguarding procedures. There are adequate procedures in place to accurately record staff and children's time of arrival and departure. However, staff breaks are not consistently recorded. Staff implement suitable procedures to support children when administering medication, However, not all the relevant information required is captured consistently. For example, the last dose administered prior to the child attending the setting or ensuring parents/carers acknowledge when medication has been administered. Staff appropriately record, maintain and review accident, incident and pre-existing injuries.

The setting offers a suitable range of healthy and well-balanced meals and snacks which are freshly prepared. Children have access to fresh drinking water to stay hydrated. There are suitable procedures in place for managing food allergies, intolerances, and preferences. For example, staff check documentation which detail the children who have specific requirements prior to serving food. Most staff follow good hygiene practices in line with infection control guidance. For example, they wipe tables before children sit down to eat and wear gloves when serving food. Children wash their hands before eating, embedding good hygiene routines. However, we saw a few practices which are not in line with infection control guidance or the nursery's policies and procedures. For example, some staff members do not follow the setting's policy when changing children's nappies, as aprons and gloves were not renewed, and hands were not washed in between changing individual children. This increases the risk of cross-infection.

All staff interact well with the children and build positive relationships with them. They are warm, kind, patient and offer reassurance when needed. Staff understand the behaviour management policy. They implement a positive approach to guide children towards expected behaviour. For example, a staff member noticed a child trying to place their feet on the table during snack time. The staff member responded quickly and gently encouraged them to place their feet on the floor. We heard all staff frequently praise and reinforce positive behaviour. Staff know the children well, and respond to individual needs, treating them with respect. They carry out basic observations of the children to track their development. This enables them to plan opportunities informally to support the child's developmental next steps and ensure they are meeting their individual needs. Children with additional learning needs have individual plans in place which identify strategies to support them while at the setting. Staff consult with relevant professionals and parents to ensure they are following the most appropriate advice and guidance to best meet the child's needs.

Environment — Good

Leaders ensure the setting is safe, clean, and secure. There are beneficial measures in place to maintain the safety of the environment. These include ensuring all emergency fire safety equipment is regularly tested and carrying out regular fire drills. Thus, ensuring staff and children know what to do in the event of a fire. There is a suitable range of risk

assessments in place to maintain a safe environment including a few activities such as caring for the setting's pet African snail. Staff complete daily checks of the environment indoors and outdoors to identify, and where possible eliminate any risks to children's safety prior to accessing the area.

The environment offers good facilities to care for children. All playrooms are equipped with good quality and suitably sized furniture for the age of the children. The layout of the environment helps most children to move around freely. Older children's self-help skills are promoted by accessing toilet facilities, with minimal support from staff. Children eat their meals and snack in their individual rooms, minimising the movement across areas, extending their time to play. Leaders provide children with low-level chairs and tables to eat their meals, which assist young children to sit together, enabling them to fully experience the social benefits of mealtimes.

Leaders provide a good range of resources and toys which are of good quality. Resources are organised in boxes, and some are displayed on low-level shelving units, so they are easily accessible to children, supporting their play experiences. Toddlers mostly have resources selected for them which are regularly rotated to offer variety throughout the day. Babies access a dedicated sleep space which provide a calm atmosphere and older children sleep in their playrooms on individual sleep mats. Staff closely monitor sleeping children.
The outdoor play spaces have been developed with children in mind, offering a suitable range of experiences. Items such as a mud kitchen support children's creative and imaginative play. There is sufficient space for larger equipment to promote physical play. For example, stepping stones and a large climbing frame with a slide are available. A demountable canopy provide sunshade during the warmer weather. Access to the garden is directly off each playroom, offering independent access to the outdoor space.

Leadership and Management — Adequate

Leaders are motivated to provide a quality service to the children and their families. They have taken steps to address nearly all the previously identified non-compliances and most of the recommendations highlighted during the last inspection. However, leaders have still not ensured adult to child ratios are maintained in line with the National Minimum Standards for Regulated Childcare for children up to the age of 12 years (NMS) or as outlined in the setting's statement of purpose. While no immediate action is required, this

area for improvement remains open, and we expect the provider to take action. A detailed statement of purpose provides parents with the relevant information about the setting, so they can make an informed choice.

Leaders provide staff with a suitable range of policies, procedures, and documentation, which guide staff and outline expectations. However, the Additional Learning Needs policy does not reflect the most up to date guidance and legislation. Documents such as children's contracts are signed and exchanged with parents prior to the children starting at the setting. Key agreements are sought such as permission to administer emergency first aid.

Leaders are aware of their responsibilities to undertake self-evaluation procedures. They seek the views of parents, children, staff, and other professionals. As part of this process leaders produce a report of their findings. However, they do not include the next steps or reflect on past actions taken to bring about positive changes at the setting. Leaders' respond positively and promptly to address any concerns/suggestions raised by parents/carers, identifying ways forward. There is a commitment to holding regular team meetings where leaders share key information with staff.

Leaders follow suitable recruitment procedures, and all suitability checks are conducted in a timely manner. Staff have up to date job descriptions and contracts defining their roles and responsibilities. Staff are skilled and suitably experienced. Nearly all staff have completed or have individual plans in place to undertake the mandatory training such as paediatric first aid. However, staff assigned as having ultimate safeguarding responsibility have not completed the required training as outlined in the NMS. Some staff have also completed additional training courses such as emergency first aid at work. Most staff hold or are currently working towards the required childcare qualifications. New staff undertake a suitable induction process. Beneficial supervisions and annual appraisals are carried out with staff. Staff told us how they feel supported in their roles and enjoy working at the setting. Leaders ensure Care Inspectorate Wales (CIW) are kept informed of any significant events which have taken place at the setting.Staff have good relationships with parents and keep them informed about their child's time at the setting. Parents we spoke with were highly complementary about the setting. They told us the staff are very approachable and supportive. They receive regular updates regarding their children's experiences at the setting via the setting's app.

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
22	The responsible individual must ensure there is a clear safeguarding policy in place and all staff are confident in implementing procedures and understanding their responsibilities and role within this process. Any allegation of abuse or neglect must be promptly referred to the local authority for their consideration and all staff must be able to implement these procedures effectively.	Achieved
30	The responsible individual must ensure records such as children's existing injuries and medication records are completed accurately and monitored appropriately. Along with accurately recording which staff are working with which children at any given	Achieved

	time.	
24	The responsible individual must ensure the needs of relevant children are fully met and reasonable steps must be taken to ensure their safety in line with the settings written policies.	Achieved
29	The responsible individual must ensure all staff have regular supervision and undertake an annual appraisal to ensure consistent working practices, professional development and to identify training needs.	Achieved
31	The responsible individual must ensure all relevant notifications are made to Care Inspectorate Wales within the required timescales.	Achieved

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 inspection	N/A
27	The responsible individual must have regard to the statement of purpose, ensuring staffing levels are adequately maintained and records accurately capture which staff are working with which children at any given time to ensure the health, safety and well-being of the children.	Not Achieved
38	The responsible individual must ensure that all fire prevention equipment is regularly tested to ensure the safety of children, staff, and others on the premises in the event of a fire. The responsible individual must ensure staff and children are familiar with the procedures to follow in the event of an emergency when evacuating the setting.	Achieved
28	The responsible individual must always ensure all required suitability checks on staff employed have	Achieved

	been carried out prior to their appointment.	

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	Review infection control practices to ensure staff are consistent in their approach.
Standard 18 - Quality assurance	Develop clear action plans to support continuous monitoring, reviewing, and improvement of the service provided.
Standard 11 - Medication	Ensure the last dose is recorded clearly and parents acknowledgement is sought following administering any medication.
Standard 4 - Meeting individual needs	Ensure the Additional Learning Needs (ALN) Policy fully reflects the Additional Learning Needs Code for Wales and staff have an awareness of how to implement the procedures.
Standard 20 - Child protection	Ensure all staff undertake the required safeguarding training in line with their role and responsibilities.

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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