



## Inspection Report

**The Green Giraffe Day Nursery**

**Unit 2  
Dunleavy Drive  
Cardiff  
CF11 0SR**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date Inspection Completed**

**05/12/2024**

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## About The Green Giraffe Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	The Green Giraffe Day Nursery Ltd.
Registered places	90
Language of the service	English
Previous Care Inspectorate Wales inspection	1 August 2024
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of Welsh language and culture.

<u>Well-being</u>	<b>Good</b>
<u>Care and Development</u>	<b>Good</b>
<u>Environment</u>	<b>Good</b>
<u>Leadership and Management</u>	<b>Good</b>

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

## **Summary**

Children are happy and enjoy attending the setting. They feel safe and secure in the care of staff. Children have good opportunities for play and learning and develop their independence through a range of exciting play and learning experiences.

Staff are professional, qualified and enjoy their work. They are kind, caring and interact well with children. They have a good understanding of how to keep children safe and healthy. Staff are attentive to the needs of the children and respect the children in their care.

The environment is secure, clean, and welcoming. High quality furniture, toys, and resources both indoors and outdoors promote children's play and development. People who run the setting ensure the environment is safe and secure and that it promotes the health and well-being of children.

Leadership and management of the service is strong. There is a clear vision for the service and the people who run the setting support staff to carry out their jobs well. Parents speak highly of the care provided by staff at the setting. People who run the setting ensure the best service is provided to children who attend.

## Well-being

Good

Children make choices and decisions about how they spend their time at the setting. They freely choose from a wide range of activities. We saw children choose to participate in a staff led activity using different materials to create a picture of the planets. Children understand that all staff respond positively to their individual needs and requirements and consistently approach them for support. Children are supported by all members of staff when taking part in activities indoors and outdoors such as soft play, slides and completing puzzles. We saw children request more paper, which was fulfilled by staff.

Children arrive positively at the setting and cope well with separation. They are comfortable in their surroundings and with all staff. Children have formed positive bonds with staff and each other. These bonds have a positive and valuable impact on children's well-being. Children know the daily routines well, which helps them feel settled and at ease in their surroundings. They know to wash their hands before snack and mealtimes and enjoy circle time activities such as singing rhymes and counting.

Children behave and interact well for their ages and stages of development. They happily play alone or alongside their friends as they learn to share and work together. Children readily share resources such as balls and role play equipment. Children are beginning to understand the needs of others and consider their friends' feelings. For example, we saw a younger child give another child a cuddle to make them feel happy.

Children enjoy their play and learning. They benefit from a good range of age-appropriate play and learning resources in each room and outside. They choose from a variety of exciting and enjoyable activities. We saw babies enjoy filling and emptying small bowls in the sand pit with staff. Younger children play in the home corner creating meals from play food. Children are inquisitive and are keen to explore their environment. They are encouraged to follow their own interests and most sustain their play for periods of time suitable to their age and stage of development.

Children develop their independence skills through the worthwhile activities planned and through the support of staff. They can access the indoor and outdoor resources independently under staff supervision. Children tidy away resources and toys independently. Children are encouraged to put on their own coats and shoes but staff are on hand to support if necessary. Children wash and dry hands independently before and after snacks. They use tongs to serve themselves food and pour drinks from jugs during mealtimes.

## Care and Development

Good

Staff have a good understanding of how to keep children safe and implement the setting's policies and procedures effectively. They demonstrate a clear understanding of their safeguarding responsibilities and the action they need to take should they have a concern about a child. Staff keep records of accidents and incidents separately and ensure all documents are signed by parents. Staff keep records of pre-existing injuries when children arrive at the setting. They conduct regular fire drill practices with children to ensure they know how to leave the building safely in the event of an emergency. Staff follow robust procedures to meet children's dietary requirements and manage children's allergies. They complete registers to show children's attendance accurately. Overall, staff keep children safe and healthy and have effective procedures in place to promote a healthy lifestyle. However, not all staff are mindful of hygiene practices when serving food. Staff maintain a hygienic environment, regularly washing tables, cleaning cups and bottles and brushing floors. The snacks and meals provided are nutritious and staff offer milk or water regularly throughout the day.

Staff are patient, caring and kind when interacting with children. They deal with any inappropriate behaviour quickly and calmly to avoid it escalating. For example, when a child began to take a ball from another child, a staff member quickly intervened and distracted them by offering them a different ball. Staff use praise appropriately to celebrate children's achievements, helping them to feel a sense of pride in what they are doing. They speak respectfully to each other and are good role models for children. Staff join in with children's play when it is appropriate to do so and talk regularly to extend their learning and make their experiences sociable. Staff model basic language to babies and some babies copy them.

Staff plan stimulating activities and opportunities for children to learn. They conduct regular observations of the children, so they are aware of their interests and individual needs. Staff follow a universal weekly theme when planning activities. At a room level, staff adapt the activities considering the child's voice and interests and their developmental needs. Some staff promote the use of the Welsh language using simple words and phrases. However this is not consistent throughout the setting. Staff make use of support from the local authority to gain advice, guidance and training to best support children who require additional support.

<b>Environment</b>	<b>Good</b>
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The indoor environment is safe and secure. The outdoor area is safely accessed through the setting and is surrounded by appropriate fencing. Staff are required to sign in and out of the building. People who run the setting have begun to implement a system for recording staff breaks, however, this is not consistent. Visitors are granted access by staff through the main entrance which is secure. People who run the setting regularly review and update risk assessments for the premises and children's activities. Staff keep children safe by completing daily safety checks of the environment to identify and where possible eliminate risks to children's safety. People who run the setting have recently reviewed and updated the fire procedures and ensure that all staff have received the relevant training as a result. Routine safety checks and certificates for the building including insurances are in place.

People who run the setting provide children with an indoor and outdoor environment that is spacious, child friendly, light, and bright. Staff ensure rooms are well organised and laid out in an interesting manner to stimulate children's curiosity, exploration, and development. People who run the setting provide a good range of purposeful resources and books which are easily accessible to children, encouraging their independence. Equipment indoors promotes physical development for younger children with age appropriate slides. The outdoor area has a good range of equipment suitable for all ages.

The setting provides a consistently good range of age-appropriate toys and resources that keep children engaged. These resources include sand and water area, books, and various toys. All furniture and equipment are age-appropriate and of good quality. All toys and play equipment are clean and well-maintained. However, there are no displays of children's work or photographs of the children at play to increase their sense of belonging. People who run the setting provide a range of resources to promote cultural awareness and diversity.

## Leadership and Management

Good

Leadership and management of the setting is good. People who run the setting are positive and purposeful and have a sound vision for the future. They have consistently good expectations of staff and effectively support them to offer opportunities for the children. The statement of purpose provides parents with useful information on how the setting runs. People who run the setting review their policies and procedures regularly and ensure staff implement them successfully. They have effective record keeping systems in place including staff files, children's contracts, risk assessments and staff training information. People who run the setting inform Care Inspectorate Wales (CIW) of significant events as set out in regulations.

People who run the setting set high expectations and lead by example. They implement current best practice relevant to the children in their care. People who run the setting demonstrate a passion and drive to deliver high standards for the children who attend. They actively implement self-evaluation. People who run the setting produce a thorough and reflective quality of care report, seeking and implementing the views of children, parents, and staff.

People who run the setting complete relevant pre-employment checks to ensure staff are suitable to work with children. They have a clear system in place to ensure that staff's Disclosure and Barring Service checks (DBS) are up to date. There are comprehensive induction procedures in place. Staff are appropriately qualified and have received the necessary training in Safeguarding and First Aid. Individual training logs are completed by the training manager as part of a robust process to ensure staff are competent in all areas of their practice. People who run the setting conduct regular supervisions and appraisals to support staff in their professional development.

Partnerships with parents and outside agencies are consistently good. Staff share regular daily records with parents relating to snacks eaten, toileting needs, activities, and any other relevant information. Parents told us they are happy with how their children have settled at the setting and their children enjoy attending.

Summary of Non-Compliance	
Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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
20	The people who run the setting must ensure proper provision for the care and supervision of children at all times.	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 provider must ensure appropriate numbers of suitably qualified, skilled and experienced staff are deployed effectively across the setting.	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 5 - Records	Ensure children and staff registers are consistently and clearly recorded and detail which staff are looking after each child at any given time of day.

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)
Develop the use of Welsh across the setting.
Develop and sustain staff understanding of hygiene policies and procedures across the nursery.
Display photographs of children and their work in all playrooms to promote children's sense of belonging.

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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