Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Cherubs Day Nursery

Old Calfaria Chapel
949 Carmarthen Road
Fforestfach
Swansea
SA5 4AD



Date Inspection Completed

13/02/2023

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About Little Cherubs Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Natalie Dyment-Jones
Registered places	39
Language of the service	English
Previous Care Inspectorate Wales inspection	23 October 2018
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This service is working towards providing an 'Active Offer' of the Welsh language and 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

Children are happy, settled and have fun at the setting. They develop well as they follow their interests and confidently explore the play environments. Children interact positively with their friends and staff, co-operating and playing happily together. Their independence skills are developing as they participate in a variety of experiences.

Staff engage in children's interests and respond to their needs effectively. They plan a range of fun activities led by the children's interests and simultaneously encourage a free-play learning environment. Staff have a good understanding of how to keep children safe and healthy.

The environment is welcoming and well organised so that children can access resources independently. Staff follow good infection control procedures to ensure the environment is clean. Risk assessments are robust and effective safety measures are in place to ensure the setting is secure and children are safe. Staff ensure that children have access to a good range of age-appropriate resources and equipment, both indoors and outdoors.

People who run the setting are well organised. They have appropriate systems in place for evaluating and improving their setting. People who run the setting have good staff recruitment checks and support staff well. They develop very positive partnerships with parents who are pleased with the care received for their children.

Well-being — Good

Children have good opportunities to make choices about their play and learning and what they want to do at Little Cherubs. For example, some children chose to take part in a sensory activity, others played with the small world toys, whilst some children chose to have a go at the cutting activity that staff had set up. They express themselves confidently and approach staff if they want something. For example, a child asked a staff member *"Can I do some more cutting?"* The member of staff replied, *"Yes of course."*
Children are happy, express enthusiasm and enjoy their time at the setting. They cope well with separation because they have strong bonds of affection with staff who they know will respond to their needs. Children have a good sense of belonging and know their routines well. They know they will be listened to when they make requests; for example, when they want to go to the toilet or have a drink.

Children are developing close friendships. They play happily together approaching one another to talk about their play. We heard a child tell another, *"Look, I am in the castle!"* as they played with the small world resources. Children co-operate well and take turns. We observed younger children enjoying a game of peekaboo. One child said, *"your turn"* and gave the scarf to another child to have a turn. Children have positive interactions with staff and with each other. For example, a child called a member of staff to show them what they had done, *"Look at this Auntie!"* The member of staff immediately responded, *"Woah, well done!"*

Children are engaged in their play and learning and enjoy a good range of activities and opportunities. They are excited and animated in their play, participating in directed and self-directed activities for appropriate periods of time. They are able to make their own decisions about what they want to do. For example, one child asked to go back to play in the flour after they had already left the activity to go and do something else.

Children are developing their independence skills successfully. For example, children have opportunities to prepare their own snack by choosing what they want. Staff support children to learn about portion sizes when they are serving themselves. For example, they ask *"Do you think that will be enough?"* Children drink and feed themselves and they independently use the toilet and wash their hands.

Care and Development — Good

Staff effectively keep children safe and healthy. They recognise they have a responsibility to protect children and confidently explained what they would do if a safeguarding situation arose. They keep accurate records relating to accidents and incidents which are signed by parents and monitored and evaluated regularly. There are thorough systems in place to record the safe administration of prescribed medication and staff ensure parents are kept informed. Most staff hold paediatric first aid training, enabling them to deal with accidents confidently. Food provided to children is freshly prepared, healthy and nutritious. They understand and consistently implement policies and procedures to keep children safe and promote healthy lifestyles. Staff complete a variety of training courses frequently and are experienced and well-qualified.

Staff are consistently responsive and interact positively with children, demonstrating warmth and kindness. They have a gentle approach to providing care and express genuine affection to reassure and respond to the children's needs. Staff listen and respect children's choices and they use praise and words of encouragement to support when needed; for example, *"Oh, da iawn," "That is so good!"* Staff understand the behaviour policy and consistently implement positive behaviour management strategies. For example, to support children's learning about taking turns and playing co-operatively together, staff prepare children before an activity. They explain that there are fewer resources than children and this means they will need to share. Children respond positively and listen to what staff say. Staff are warm, attentive and positive role models to the children. They listen and respect the children's views. For example, when a child said that wanted to go and do something else, a member of staff replied, *"That's ok if you have finished."*

Staff support children's learning and development effectively. They plan a range of play experiences that appeal to children's interests and staff support children's learning through asking appropriate questions. For example, we heard staff ask, *"What number is that?"*, *"What colour is it?" and "What animal have you found?"* A key worker system ensures that staff monitor and track children's progress through regular observations, enabling them to identify next steps in children's learning. The setting is currently implementing the new Curriculum for Wales in the setting and introducing many aspects of the Curiosity Approach when appropriate for the children. Staff have a good understanding of how to meet the needs of children requiring additional support, working closely with various outside agencies. Staff promote the Welsh language and culture successfully, using phrases, words and songs.

Environment — Good

The environment is clean, safe and secure with staff implementing appropriate policies and procedures. Registers accurately record the time children, staff and visitors arrive and leave the premises. There are a range of regularly reviewed robust risk assessments in place ensuring staff know how to keep children safe. Staff conduct daily safety checks of the indoor and outdoor environments to identify and where possible eliminate any possible risks to children's safety. They practice fire evacuation drills regularly to ensure everyone is aware of how to leave the building safely. People who run the setting have suitable systems in place to carry out routine maintenance and appliances checks are undertaken. These contribute to the safety of the premises.

The environment is warm and welcoming, and suitable to meet children's needs. The rooms are organised into well-resourced areas of learning that promote children's curiosity, imagination, and development. For example, home role-play corners, construction, reading, and sensory areas. There are bright, colourful wall displays throughout each room which extend children's learning. Children have regular access to the outdoor areas, allowing them to play, learn and explore. The registered person told us how they have invested in a canopy for the outdoor area to provide children with the opportunity to play outdoors in all weathers. This demonstrates their commitment to on-going improvement. There are a suitable number of children's toilets and nappy changing facilities available which support children's independence.

People who run the setting ensure that separate areas within the playrooms allow children to choose whether they want quiet time, craft work activities or role play in the home corner area. They ensure that the environment provides a good quality range of play opportunities suitable for all the age ranges cared for. For example, sensory activities, soft cuddly toys, role play, craft materials and messy play as well as quiet areas for reading. The resources and equipment available to the children are of good quality and there are low level storage units which make it easy for children to access the resources independently. People who run the setting provide a variety of activities to promote children's curiosity about the wider society and they promote a well-equipped secure outdoor environment.

Leadership and Management — Good

People who run the setting are skilled and experienced and manage the service to a good standard. There is a clear vision and people who run the setting have high expectations of staff, always supporting and challenging them to do their best. The service has recently won an award for *Nurturing and Caring Environment* at Swansea's Early Years and Play Celebration 2023, which recognises the importance of the early years and play industry. The statement of purpose provides parents with detailed information on how the setting runs, allowing them to make an informed decision about its suitability for their child. People who run the setting regularly review their policies and procedures and ensure staff implement them successfully. They obtain detailed information about children as part of the admission process and keep thorough records including children's contracts. The registered person always informs Care Inspectorate Wales of significant events at the correct times to ensure they safeguard children.

People who run the setting plan effectively for improvement and there are established systems in place for the evaluation of the service. They continually reflect on their practice, seeking feedback from parents, carers, staff, children and outside agencies to inform the annual quality of care report. They use this information effectively and carefully consider comments or suggestions to identify areas for improvement.

People who run the setting follow a safe recruitment process to safeguard children. They have good systems in place to update suitability checks as required and they successfully implement an effective induction procedure for all staff, students and volunteers. Staff told us they are happy in their roles and feel their working environment is a healthy and supportive one. They are experienced and suitably qualified and most hold up to date certificates for safeguarding, first aid and food hygiene. Regular meaningful supervision and annual appraisals are integral to their practice and drive improvement. They deploy staff effectively to ensure they meet staffing ratios and children's individual needs. People who run the setting have good processes for dealing with any concerns. They ensure they support children to raise any concerns. For example, children have many opportunities to talk about anything that may be worrying them.

People who run the setting are keen to work in partnership with parents. They share information with them through diaries and verbal communication. Parents and carers feel welcomed at the setting and appreciate the exchange of information they receive from staff. Parents are confident to approach staff if they have any concerns and are happy with the care that is provided. People who run the setting ensure that all communication with parents is effective. They have contracts and permissions in place and keep all the relevant information to meet children's individual needs.

Recommendations to meet with the National Minimum Standards

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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