Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Ferns Cwmparc

Parc Primary School
Tallis Street
Treorchy
CF42 6LY



Date Inspection Completed

27/11/2023

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About Little Ferns Cwmparc

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	The Fern Partnership
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	27 July 2018
Is this a Flying Start service?	Yes
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	**Excellent**
Care and Development	**Excellent**
Environment	**Good**
Leadership and Management	**Excellent**

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

Summary

Children are extremely happy, settled and make excellent progress at Little Ferns Cwmparc. They have a strong voice and are able to express themselves freely. Children are curious learners and confidently make choices about what they do and how they spend their time at the setting. They feel safe and valued and have a strong sense of belonging.

Staff promote children's wellbeing very well, providing a warm and nurturing child-led setting. They have an excellent understanding of children's development and plan effectively. Staff provide a variety of stimulating play opportunities to promote positive outcomes for children.

Staff care for children in a safe, clean, and secure environment. They provide good quality resources and equipment which support children to play and learn in different play spaces. The outdoor environment is well planned and provides further learning opportunities for the children to support their learning and development.

People who run the setting have an excellent vision. They are extremely enthusiastic and run an effective and well organised setting. People who run the setting implement positive strategies to improve the setting and are dedicated to managing staff well; challenging everyone to do their best. They maintain successful links within the community and develop positive partnerships with parents. Parents speak highly of the setting and staff and are extremely happy with the care their children receive.

Well-being Excellent

Children are excellent communicators and have many opportunities to make choices and decisions about what affects them. For example, some children choose to play in the sand, some colour and do jigsaws, whilst others enjoy dressing up. Children have significant freedom to safely explore their indoor and outdoor environment.

Children are safe, secure, and valued. They are fond of staff and express enthusiasm and enjoyment in their play. Children clearly have a strong sense of belonging and are very familiar with the routines and the environment. For example, when staff played the tidy up song, some children immediately started to put resources away without additional prompting. Children are very confident expressing themselves as staff fully consider and respect their wants, interests and needs. Some children play together whilst others play independently or engage staff members in their play. For example, two children thoroughly enjoyed playing together with the diggers in the sand.

Children's behaviour is excellent and the interactions between children and adults are consistently stimulating. They learn how to play well together, share and make friends at the setting. Children cooperate enthusiastically and feel inspired. They confidently spoke to us, asking for help or telling us about their play. Children are learning how to manage their behaviour and respond well to staff when they talk about the consequences of their actions.

Children are curious learners and engaged in their play and learning. They eagerly enjoy interesting and stimulating opportunities indoors and outdoors for extended periods of time. Children are busy and self-motivated to initiate their own play and to influence their tasks and activities. For example, some children were engrossed playing in the mud kitchen area exploring the real resources, for the duration of the time they spent outdoors. Staff encourage children to evaluate their activities and play and therefore children have an excellent feeling of achievement and high self-esteem.

Children enjoy a variety of purposeful activities as well as the resources on offer, which are suitable for their age and stage of development. They have many free play opportunities as well as directed activities. Children have extensive opportunities to develop their independence skills; enabling them to do things for themselves successfully. For example, children enjoy choosing a plate and glass and serving themselves at snack time. They are learning to problem solve effectively, experiment and be imaginative. For example, some children chose to move around the different areas with their choice of resources and into the different aspects of their play.

Care and Development — Excellent

Staff fully understand and consistently implement the setting's policies and procedures to promote children's health and wellbeing. They carry out regular cleaning and follow excellent hygiene procedures; for example, they consistently remind children about washing their hands. Staff prepare snacks in line with the Gold Standard Healthy Snack best practice guidance and offer a range of healthy foods, encouraging the children to explore different textures and tastes. Staff work very effectively to keep children safe; frequently moving around the different areas interacting with children or supporting them. They respond so warmly to children's requests when they approach them. Staff have a thorough understanding of their responsibilities to protect children and are extremely confident in dealing with child protection concerns. They regularly discuss safety with children, for example, some children attempted to climb on furniture, but they consistently reminded them about staying safe. They record children's actual attendance times and promptly fill in accident sheets, sharing the information with parents.

Staff create extremely positive interactions with the children, and fully understand and implement the behaviour management policy. They have appropriate expectations of children and interact with them in a warm, caring, and relaxed manner. Staff encourage and regularly praise children and reinforce positive behaviour. They act as excellent role models; they genuinely listen and respect children's views. For example, they sit with the children at snack time and model trying something new. Staff are forming incredibly trusting relationships with the children and manage inappropriate behaviour successfully. For example, a member of staff gently encouraged children to be considerate towards one another and think about how their actions could upset each other. Staff praise children when they are kind towards one another. For example, a member of staff said, *"That is amazing! Wow, you are so kind!"*

Staff work extremely well together to engage with the children and ensure they are at the centre of their own learning and development. They confidently support children's curiosity by allowing them endless opportunities to explore and experiment by following their own interests. Staff are enthusiastic and have an excellent understanding and knowledge of child development and how this affect's children's behaviour. They are sensitive to the needs and experiences of individual children. They plan in the moment which ensures they successfully follow the children's lead. Staff have exemplary procedures in place to support children with additional needs and they use language that is appropriate for each child's individual needs and stage of development. Staff further support children's Welsh language skills, for example, we heard incidental Welsh being used as well as some songs being sung.

Environment — Good

People who run the setting have good measures in place to ensure the environment is safe, secure and well maintained. They ensure everyone fully understands their responsibilities in relation to the safety and welfare of children. There is plenty of room for children to play and learn with free flow supported between the indoor and outdoor spaces. People who run the setting ensure the doors are kept locked at all times and children, visitors and staff are routinely signed in and out. They complete daily checks of the premises and all maintenance checks for the building and appliances are up to date. People who run the setting complete appropriate risk assessments, which they review regularly. However, they had failed to respond to identified risks to the shelving area within the setting. People who run the setting addressed this immediately following the inspection visit to ensure it is safe for all children. Fire drills are practised regularly and recorded to ensure all staff and children can evacuate the building in the event of an emergency.

People who run the setting create a calm and relaxed atmosphere through using neutral colours and real life resources throughout the environment. They ensure the environment meets children's needs and helps them to build their confidence. For example, children move to quiet areas in the setting during the session when they need to have time away from the group. People who run the setting extend children's knowledge and development by offering a wide range of resources and interesting spaces indoors and outdoors which challenge and consistently stimulate their curiosity and interest. For example, there is a mud kitchen area, sand and water play and a construction area. The furniture enables children to sit at ease to undertake tabletop activities and eat their snacks. The toilets are child sized and supports children's independence skills.

People who run the setting ensure children can easily access good quality and a wide variety of unique resources and equipment to stimulate their interest. They provide developmentally appropriate play and learning resources to ensure the environment presents exciting and challenging opportunities. There are some multi-cultural resources which reflect the wider society, promoting equality and learning about cultural awareness including dolls and books. People who run the setting ensure they make good use of the available space by allowing the indoor and outdoor environments to flow into each other and therefore meet the needs of the children in the setting. There is an abundance of resources available. For example, there is a kitchen area with a cupboard and shelves of pots, pans, crockery and a toaster. Children enjoy working at the computer whilst others enjoy dressing up and using the dressing table.

Leadership and Management — Excellent

People who run the setting have an innovative vision and are committed to providing a high-quality service. Staff speak highly of each other and work extremely well together; they

have an excellent understanding of their roles and responsibilities. People who run the setting provide excellent learning and development opportunities for children and staff. They have a comprehensive statement of purpose that accurately reflects the service they provide and exceeds the National Minimum Standards. People who run the setting ensure staff implement the relevant policies and procedures within the setting, keeping all records in relation to children's contracts and their preferences. They have all the appropriate parental permissions in place.

People who run the setting have an excellent self-evaluation system. They seek feedback from children, parents, staff and outside agencies, which supports an effective action plan for improvements to the service. People who run the setting are approachable and welcome any ideas or suggestions to improve their practice.

People who run the setting follow robust recruitment procedures to safeguard children, ensuring staff have the necessary qualifications and experience to care for children. They have excellent procedures in place to update checks in a timely manner. People who run the setting are enthusiastic and extremely motivated, setting high expectations and leading staff effectively. Regular meaningful supervisions and annual appraisals are integral to their practice and drive improvement. Staff feel well supported by management and are very motivated in their roles. People who run the setting deploy staff effectively to ensure they meet, and often exceed staffing ratios, to ensure they fully meet children's needs.

People who run the setting have excellent partnerships with parents and carers, as well as other professionals and outside agencies. They ensure all communication is inclusive and valuable to meet children's individual needs. People who run the setting collect sufficient information about each child's preferences and individual needs. Parents speak highly of the setting and commented, *"My child is doing so well, I am so grateful to them"* and *"I never have to worry about my child, I always feel reassured."* People who run the setting have clear and successful procedures in place for sharing information when they have concerns about children's progress or development. They follow these protocols consistently, ensuring children benefit greatly from the action taken. People who run the setting support highly successful transitions with the school which ensures extremely positive outcomes for children.

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

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 24 - Safety	Consistently review and assess the potential risks to children in the environment, and ensure it remains free from any hazards.

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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