Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Ferns Glenboi

Glenboi Community Primary School
Abercwmboi Isaf Road
Mountain Ash
CF45 3DW



Date Inspection Completed

25/10/2023

About Little Ferns Glenboi

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	The Fern Partnership
Registered places	20
Language of the service	English
Previous Care Inspectorate Wales inspection	11 October 2018
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	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.

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Well-being	**Excellent**
Care and Development	**Excellent**
Environment	**Excellent**
Leadership and Management	**Excellent**

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

Summary

Children thoroughly enjoy their time at Little Ferns Glenboi because they have exceptional opportunities to make choices and decisions about what affects them. They are curious learners who are highly motivated in their play and learning. Children feel safe and valued and have a strong sense of belonging and positive self-esteem.

Staff provide a nurturing and child-led setting, ensuring safeguarding underpins all practice. They are well qualified and experienced and through their current knowledge and nurturing attitudes, they effectively promote positive outcomes for all children.

Staff care for children in an environment that is safe and secure, whilst ensuring it meets children's individual needs. There are plenty of natural and authentic resources to encourage children to play and learn. Resources are of excellent quality and provide the children with real life experiences. The outdoor environment is well planned and offers extensive opportunities for learning and development.

People who run the setting have an excellent vision and purpose which they embed throughout their practice. They value staff and provide effective and regular support, ensuring they receive excellent developmental opportunities. People who run the setting challenge staff to always do their best and set high expectations. They maintain successful links within the community and develop positive partnerships with parents and external agencies.

Well-being	**Excellent**

Children are excellent communicators and have exceptional opportunities to make choices and decisions about what affects them. For example, many children chose to go outside and play on the bikes. Other children chose to play in the sand and others took part in a pumpkin activity. They have the freedom to safely explore their indoor and outdoor environment. Staff ensure children are aware of the different choice of activities throughout the session, so they can confidently decide what they want to do. For example, when snack was ready, a member of staff informed the children, and some went straight away whilst others continued to play as they were not ready for snack. The children were reassured they could have snack when they were feeling hungry.

Children are safe, secure, and valued. They show delight and enjoyment in their play. Children clearly have a strong sense of belonging and they are beginning to form close bonds of affection with each other. Children are confident expressing themselves as they know staff will respond to their wants and needs. Some children play together whilst others play independently, and others engage with a member of staff in their play. For example, two children thoroughly enjoyed playing together whilst making food in the toy kitchen and another child was engrossed in the water tray activity with a member of staff.

Interactions between children and staff are consistently stimulating. Children are beginning to play well together, and staff acknowledge when children positively greet each other by praising them, *“Well done you two!”* Children cooperate enthusiastically and feel inspired.

Children are very curious learners, and they are highly motivated in their play and learning. They eagerly enjoy interesting and stimulating opportunities indoors and outdoors for extended periods of time. For example, some children engaged chopping vegetables and making their own food in the kitchen area for over half an hour. Children are self-motivated to influence their learning by moving around the different areas with their choice of resources and incorporate them into the different aspects of their play. For example, one child moved sand to the kitchen area to make some food for their dinosaur. Staff reassured the child and encouraged them, *"You are playing so lovely."* Staff encourage children to think about their activities and therefore children have an excellent feeling of achievement.

Children have excellent opportunities to develop their independence skills and do things for themselves. They are learning to problem solve effectively and develop creatively. For example, one child was encouraged to think about what to do when some water had spilt. The child came up with a solution and the staff member supported the child to clear it up. Staff immediately praised the child, *"You did it! Well done!"* Children access the resources and equipment independently throughout the setting. They are very confident and go to the toilet independently and they help themselves successfully when they want snack.

Care and Development — Excellent

Staff are fully aware and work very effectively to keep children safe and healthy. They fully understand and consistently implement the setting’s policies and procedures, promoting

healthy lifestyles and wellbeing. For example, they are committed to be a healthy preschool setting and explain to children why it was important to drink milk or water. Staff offer a range of healthy foods at snack time and encourage the children to explore different tastes. They respond warmly to children's requests when they want more. Staff have a thorough understanding of their responsibilities to protect children and are fully aware of the procedures to follow if any safeguarding concerns arise. They record children's actual attendance times and promptly fill in detailed accident sheets, sharing the information with parents. Staff implement thorough hygiene procedures and ensure children wash their hands frequently, explaining the importance of doing this every time.

Staff act as excellent role models to the children. They genuinely listen and respect children's views, encouraging them consistently and frequently promoting positive behaviour. Staff create extremely positive interactions with the children, interacting with them in a warm, caring, and relaxed manner. Staff fully understand the behaviour management policy and consistently implement positive behaviour management strategies. They prevent disagreements before they arise by fully informing children when they join an activity, to ensure children know what is expected of them. For example, when several children sat down for snack, a staff member reminded the children they would need to take it in turns with the tongs as they did not have enough for everyone to use. Staff praised them, *"Well done for sharing and taking turns! You are waiting so well!"* Staff also recognised when children helped one another. For example, when one child saw their friend was struggling to use the tongs, the child helped her to pick it up and a member of staff said, *"That was very kind of you!"*

Staff support children's curiosity by allowing them endless opportunities to explore and experiment. They are highly motivated and ensure children are at the centre of their own learning by allowing them to follow their own interests and create their own play. At the end of the session, children were asked what activities they would like to have and staff genuinely responded with interest, fully intent on implementing the children's reasonable requests. Staff know the children extremely well and they are very kind and nurturing towards them. They have an excellent understanding and knowledge of child development, and they are sensitive to the needs and experiences of individual children. Staff frequently discuss, as a team, children's individual achievements, any changes they have noticed, as well as undertaking specific individual assessments. They plan extensively which ensures they successfully follow the children's lead. Staff have exemplary procedures in place to support children with additional needs and promote positive outcomes for children.

Environment — Excellent

People who run the setting have excellent systems in place to ensure everyone fully understands their responsibilities in relation to the safety and welfare of children. They

ensure the environment is safe and secure, and they recognise the importance of supervising children at all times. People who run the setting ensure staff understand the difference between acceptable and unacceptable risks for the ages, needs and abilities of children they are caring for. They use neutral colours throughout the environment, which facilitates a calm and relaxed setting. They minimise displays, whilst ensuring they are meaningful. For example, children's artwork of printed vegetables is on display along with pictures of the children taking part in the gardening activity. This means children have a sense of belonging and feel valued at the setting. People who run the setting frequently carry out safety checks and complete regular fire drills. They complete comprehensive risk assessments that cover every aspect of the environment and are of a very high standard.

People who run the setting effectively use the space that is available to them. The layout is well thought out and provides an excellent range of learning spaces for the children to explore. People who run the setting ensure children are able to move independently between the indoor and outdoor environments. This supports free flow and allows children the opportunities to extend their own learning and development whilst meeting their individual needs. The outdoor space is fully enclosed, and children are confident to use this space throughout the session. There is also a canopy which provides shade and shelter and allows the outdoors to be used in all weathers. Equipment and furniture is child sized and resources are stored on low level shelves to ensure children can independently retrieve the items that they want.

People who run the setting create a stimulating and exciting play environment for the children with an excellent range of resources available. For example, there is a kitchen area with pots, pans, china cups, plates and bowls as well as an old microwave. There are jugs and vases of artificial flowers, along with a variety of real crockery the children can play with. Children have a dressing up table where they can look in the mirror and change into a variety of clothing and explore the different accessories to enhance their curiosity. People who run the setting ensure the layout of the environment fully supports children's independence and stimulates and interests them by providing excellent and challenging experiences for the children.

Leadership and Management — Excellent

People who run the setting have an innovative vision they share with others. They effectively maintain all policies, procedures, and relevant documentation confidentially. People who run the setting are very knowledgeable about their regulatory responsibilities. They review their paperwork annually to ensure it reflects the service they provide. People

who run the setting keep detailed records for the children in their care, ensuring the information supports them to meet children's individual needs. They place great importance on clear communication, support and further development opportunities for children and staff. People who run the setting accurately record staff and children's arrival and departure times.

People who run the setting annually review their service through seeking feedback from children, parents, carers and staff. They work very closely with families and other professionals, responding to their feedback with new initiatives, practices, and approaches. People who run the setting consistently review and reflect the opportunities and experiences they provide for children. For example, they told us about their successful cooking activities which are planned, prepared and provided by the setting to promote healthy eating and positive experiences for parents and their children to enjoy at home.

People who run the setting support their team extremely well. They ensure staff files are accurate, and they keep comprehensive evidence of the extensive training completed for individual professional development. People who run the setting set exceptionally high standards and inspire and lead staff effectively. They hold regular staff meetings to exchange information and ideas, and supervisions and appraisals provide further opportunities to have meaningful conversations. Staff said they are very happy working at the setting and feel well supported by management. People who run the setting deploy staff effectively to ensure they meet, and often exceed staffing ratios, and as a result fully meet children's needs. They effectively promote current best practice which is relevant to the children in their care. People who run the setting are aware of the importance of staff wellbeing and how this positively impacts on the children.

People who run the setting have excellent partnerships with parents, a wide range of professionals and other stakeholders. They ensure all communication and engagement systems with parents are innovative and fully inclusive, and they keep them extremely well informed. Parents said they are pleased with the care their children receive and how they are supported as families. Parents also said their children are happy, and staff go above and beyond their responsibilities to ensure everyone's needs are carefully considered. People who run the setting signpost parents to new opportunities, support networks and additional resources.

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)
	No NMS Recommendations were identified at this inspection

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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