Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Haven Nursery

Rhydlafar Drive
St. Fagans
Cardiff
CF5 6HH



Date Inspection Completed

24/09/2024

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About Little Haven Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Parachutes Childcare Ltd
Registered places	36
Language of the service	English
Previous Care Inspectorate Wales inspection	2 February 2019
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	**Good**
Environment	**Good**
Leadership and Management	**Adequate**

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

Summary

Children are happy, relaxed and enjoy their time at the nursery. They are confident to express their ideas and opinions and can make decisions about how they spend their time. They are developing positive relationships with each other and staff. Children's independence skills are developing well.

Staff are attentive, warm, patient and offer reassurance to children when needed. They engage well with them, supporting their play and building their confidence. Nearly all staff have a strong understanding of their roles and responsibilities to keep children safe and healthy.

The environment is safe, clean and secure. Leaders ensure there are appropriate systems in place to maintain a safe environment. There is a wide range of equipment and resources both indoors and outdoors to encourage children to play and learn. The environment provides children with good opportunities to make independent choices in their play and develop their self-help skills.

Leaders are motivated to running a quality provision. Safe recruitment procedures are followed. Leaders provide staff with a range of beneficial policies and procedures to guide them in their roles. Staff are happy at the setting and feel supported in their roles. Relationships with parents are good.

Well-being	**Good**

Children have good opportunities to make choices and decisions about how they spend their time. They can freely move around their dedicated playrooms. Children have access to an extensive range of toys, resources and exciting activities. They choose where and what they want to play with. For example, a child self-selected items from the mud kitchen, taking them to the sand tray to aid their play. Children demonstrate they feel empowered to make choices in their play. They express themselves confidently, as they know their wants and needs will be considered and respected. We saw, babies choosing which songs they wanted to sing, and older children leading the conversation at circle time, chatting about where milk comes from and dinosaurs!

Nearly all children are very happy and settled at the nursery. Children who are a little unsettled are quickly reassured by staff and are soon playing happily with their friends. For instance, a child become a little agitated when they could not find their water bottle. Staff notice this instantly, reassuring the child and providing them with an alternative. Children feel valued and have a strong sense of belonging. They clearly enjoy being in the company of each other, forming warm and affectionate friendships and developing secure relationships with staff. We saw, children chatting away to staff and their friends while they engaged in activities and happily having cuddles with staff members. Children receive lots of encouragement and praise from staff for their efforts, giving them the confidence to play and learn.

Children thoroughly enjoy their play and learning. They benefit from a wide range of play opportunities enabling them to develop, learn and use their imagination. For example, babies engage in a game of peek-a-boo along with self-selecting objects from the sensory basket. This provides them opportunities to explore and enhance their sensory and social play experiences. Children fully immerse themselves in their play, they experience a sense of excitement and empowerment to explore their interests freely. They embrace the invitations to play which are suitable for their age and stage of development. We saw children playing outdoors, digging in the bark for dinosaur teeth. They were discussing and comparing the different size ‘teeth’ they had found. Other children were working together to stir very large bowls of bark they had collected to make ‘food’ for their friends, sharing in the imaginative play experiences.

Children are beginning to develop a wide range of skills as they play and engage in routines. They have many opportunities to become independent, enabling them to do things for themselves. Children are supported to access the bathroom and actively encouraged to independently undress and dress themselves. At mealtimes children competently and confidently pour their own drinks, scrape any uneaten food off and proceed to wash and dry their own plates after eating. All children independently access water from their individual water bottles which are placed on a trolley in the playroom. This promotes children’s self-help skills and builds their self-esteem**.**

Care and Development	**Good**

Nealy all staff have a good understanding of their roles and responsibilities to keep children safe and healthy. The setting has a range of beneficial policies and procedures to guide staff and outline expectations. However, we saw a few practices which are not in line with infection control guidance or the nursery's policies and procedures. For example, the nappy changing process, as outlined in the setting's policy was not consistently followed as aprons and gloves were not always renewed in between changing individual children. We also saw inconsistent practices when wiping children's noses, as some staff did not wash their hands following this task. These practices increase the risk of cross-infection.

Staff have a good knowledge of safeguarding and the procedures to follow. They are aware of their duty to report any concerns and are confident in the steps to take should this be required. Staff implement appropriate procedures to support children when recording accident and incident forms, which are shared with parents in a timely manner. Staff follow the appropriate steps to record details for any children who attend the setting with a pre-existing injury. However, records viewed show a variety of different methods are followed to maintain the required records. Staff administer medication and maintain records in accordance with the policy.

Staff promote good hygiene practices. For example, children are supported to wash their hands and face after eating. Children also wash their hands following using the toilet, embedding good hygiene routines. Staff consider children's privacy and dignity. For example, when children use the toilet or change their clothes, they are encouraged to go into the toilet cubical and close the door if they feel comfortable to do so.

The nursery provides a wide range of freshly cooked meals and snacks, which offer balance, variety and promote healthy eating practices. The setting has achieved the Gold Standard Healthy Snack Award. Staff follow robust procedures when dealing with children with allergies, intolerances, and preferences. For example, children with known allergies or preferences are served their meals on specific colour plates to aid staff. Staff ensure mealtimes are relaxed, social and enjoyable experiences, where opportunities for children to talk about their day are encouraged.

Staff promote children's physical development and the benefits of getting out into the fresh air, through regular access to the outdoor play environment. Staff interact extremely well with the children and build positive relationships with them. They are attentive, warm, patient and offer reassurance when needed. Staff implement a positive approach to behaviour, frequently praising and reinforcing positive behaviour in line with the setting's behaviour management policy. Staff implement the use of a traffic light system, which provides children with clear warnings when transitioning between different tasks. Therefore, supporting their understanding that an activity is coming to an end soon. For instance, staff use a visual sign of an orange circle along with telling children that '*free play is about to end'.* This is then followed by a red circle and an instruction that children must begin tidy up time.Staff know the children very well. They carry out regular observations of the children to

enable them to track their progress, development and identify their next steps. Staff promote the Welsh language purposefully, through singing songs and introducing basic incidental Welsh during activities and routines.

Environment	**Good**

Leaders ensure staff follow suitable procedures to maintain an environment which is safe, clean, and secure. Visitors, staff, and children are accurately recorded on arrival and when leaving the building. However, records viewed did not consistently identify which staff are working with which children at any given time. Regular fire evacuation drills are carried out at different times to include all children. Maintenance and safety checks are completed promptly. Leaders have developed an extensive range of risk assessments and some check lists to maintain a safe environment. However, these do not always consider all risks. For example, the use of mirrors had not been fully considered and some wires had not been secured, which were accessible to children. Leaders took immediate action to address this matter.

The environment offers good facilities to care for children. All rooms are equipped with high quality and suitably sized furniture for the varying ages of children. The layout of the playrooms supports children to move around freely. Staff support children to access the bathroom which is situated just outside the playroom. Nappy changing facilities are accessible via the older children's playroom which is well equipped. Babies and older children can rest during the day within their playrooms. The use of sleep pods for younger babies and low-level individual sleep mats and bed linen is provided for older babies and children. Staff closely monitor sleeping babies and children.

Leaders provide a wide range of open-ended authentic resources and toys which are of good quality. Real-life, natural, re-purposed and recycled items are used to enhance all areas of the environment and support children of all ages, enhancing their play experiences. For example, dressing up clothes, include items such as hats, bags, coats, and shoes. Real life experiences are mirrored by using resources such as empty perfume bottles, jewellery and real china in the role play area. The use of loose parts such as various shells, corks, wooden rings are positioned next to the playdough station. This enables children to decorate their creations, promoting creativity and curiosity. Resources are organised and displayed attractively on low level shelving units, so they are easily accessible and extremely inviting to children.

The outdoor play space is accessible directly from all playrooms and is of a good size. Babies have a partitioned area, enabling them to move freely and safely in the space. A low-level partition supports older children to visit the babies when they are accessing the outdoor space together, creating opportunities for children of all ages to come together. The space offers a range of experiences. For example, an extensive mud kitchen area along with sand and water trays, supports creativity and imaginative play. A building area stocked with items such as water pipes, cones and tyres facilitate children's construction play. This promotes opportunities for children to problem solve and foster a spirit of innovation when creating large structures outdoors.

Leadership and Management — Adequate

Leaders are motivated to provide a quality service to the children and their families. They have responded positively to recommendations for improvement. 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 beneficial range of policies, procedures and documentation to support the running of the setting. However, some of these require updating to ensure they fully reflect regulations and the running of the service. For example, the complaints policy does not include all the required time scales to be followed when responding to a complaint. Documents such as children's contracts are signed and exchanged with parents prior to the children starting at the setting. Worthwhile information is sought to support the child's experiences at the setting. For instance, 'all about me/ amdanaf i' forms are used which capture key details such as the child's likes and dislikes. Permissions are sought for a range of activities. For example, staff to administer emergency first aid and take children out of the setting on trips in the local community.

Leaders are aware of their responsibilities to undertake self-evaluation procedures. They seek the views of parents, children and staff. As part of the process, they produce an appropriate report which identifies areas for improvement for the coming year. There is a commitment to holding regular team meetings where key information is shared with staff such as, safeguarding matters. Staff told us they feel very well supported in their roles by leaders and colleagues alike. They feel a strong sense of 'team spirit' which makes them feel very proud to work for the company.

Leaders follow safe recruitment procedures. Staff have up to date job descriptions and contracts defining their roles and responsibilities. Nearly all staff hold or are currently working towards the required childcare qualifications. Most staff have completed the required mandatory training. For example, safeguarding and paediatric first aid. New staff undertake a suitable induction process. Regular beneficial supervisions and annual appraisals are carried out with staff. Leaders do not always keep Care Inspectorate Wales (CIW) informed of significant events or of any changes to staff at the setting.
Leaders and staff have good relationships with parents. Parents we spoke with were highly complementary about the setting. They told us the leaders and staff are very approachable. Parents are satisfied with the regular updates regarding their children's experiences at the setting via newsletters and the settings communication 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

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	N/A

	inspection	
30	Children's registers do not contain times of arrival or departure.	Achieved
	Annual gas safety check was over due, should have been carried out by 21/9/19. RI telephoned company to make an appointment immediately to arrange the check, engineer coming on 5/12/19.	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 all records are accurately completed and processes are streamlined to ensure consistency in practices.
Standard 10 - Healthcare	Ensure good hygiene practice is followed consistently by staff to prevent the spread of infection.
Standard 24 - Safety	Ensure all risks in the environment are fully identified.
Standard 20 - Child protection	Ensure all staff undertake the required safeguarding training in line with their role and responsibilities.
Standard 21 - Notifications of significant events	Ensure CIW are kept consistently informed in line with the regulatory requirements.

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)
Review policies and procedures to ensure they are in line with regulations and accurately reflect the service provided.

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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