Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

**Cefn Fforest Rising Stars Childcare Ltd**

**Cefn Fforest Primary School**
**Central Avenue**
**Cefn Fforest**
**Blackwood**
**NP12 3JU**



## Date Inspection Completed

06/04/2022

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# About Cefn Fforest Rising Stars Childcare Ltd

| | |
|---|---|
| Type of care provided | Children's Day Care<br>Full Day Care |
| Registered Provider | Cefn Fforest Rising Stars Childcare Ltd |
| Registered places | 19 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | |
| Is this a Flying Start service? | Yes |
| Does this service provide the Welsh Language active offer? | This service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture. |

| | |
|---|---|
| Well-being | **Excellent** |
| 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 extremely settled and have lots of fun. Their opinions and interests are highly valued. They receive exciting opportunities and make choices about how to spend their time at the setting. They interact very well with their friends and staff and make excellent progress in all aspects of their learning and development. Children receive warm and responsive care.

Staff have a strong understanding of how to keep children safe and healthy. Staff are professional and passionate about their role and provide safe and nurturing care. They work consistently in line with the setting's policies and effectively support children's needs. They plan a range of interesting and stimulating activities and keep effective records of children's progress.

The environment is welcoming and well organised. Staff follow good infection control procedures to ensure the environment is clean, safe and suitable. A good variety of indoor and outdoor toys, resources and experiences promote children's all-round development.

The leadership and management of the setting is strong. They encourage staff to develop in their role and complete additional training. Staff feel well supported and enjoy their work. Policies and procedures are comprehensive and robust. Parents are very complimentary and speak highly of staff and the care their children receive.

## Well-being Excellent

Children have a very strong voice in a service that is child centred. They express themselves confidently because they know their views are considered. They choose freely from a wide range of exciting play activities and are involved in activity planning. They share their ideas about what they would like to learn next. For example, during the theme of 'The Farm', a staff member recorded that children wanted to learn about how cows make milk.

Children are extremely happy at the setting and feel valued. Their emotional well-being is considered. We heard staff asking, *"Do you have your happy batteries in today?"* to which children responded with big smiles asking the same question back. They have strong bonds with staff and understand routines well, giving them confidence to play and learn. They develop a sense of belonging because their work is celebrated. Staff members often pause and take time to share and praise the children's achievements. We heard a staff member say, "*Look boys and girls, this child has written their name independently, what do we say?"* Children excitedly responded, "*Well done."* This provides children with a strong sense of achievement and positive self-esteem.

Children interact extremely well with staff and peers and thrive on interactions with visitors. For example, a child approached us and said "*Look, I've been cooking in the kitchen, and this is where we can have tea and sometimes, we wear top hats."* Children have wonderful friendships and enjoy each other's company. They play happily alongside one another chatting and discussing their interests. We saw children eagerly approaching staff with their work asking, *"Is it like this?"*

Children are active and curious learners who thoroughly enjoy the opportunities to play and explore. They benefit from an excellent variety of age-appropriate activities that interest them. The resources motivate children to follow their own interests and sustain their play. They also participate in a range of adult led activities such as circle time and story time. We saw children settle well to listen to an Easter story with one child excitedly shouting, *"The Easter bunny will come and give us chocolate eggs."*

Children are developing their self-help skills. During snack time, we observed children persevering to spread butter on crackers and pour their own drinks, with staff offering support where needed. Older children wash their hands and use the toilet independently whilst younger children have staff on hand to offer support if required. All children help to tidy up after play and attempt tasks such as putting on their own coats to go outside.

## Care and Development Good

Staff are very effective in keeping children safe and healthy. They receive regular safeguarding training and are confident in their role, following rigorous safeguarding procedures. They are highly qualified providing children with valuable care. Staff record all accidents, incidents, pre-existing injuries, and administration of medication in detail with parents signing all records. The setting ensures that all accidents are monitored and evaluated; however, we noted that this does not take place for incidents in the same way. This would benefit both staff and children in helping to identify emerging trends and eliminate any possible risks. All staff have paediatric first aid training, enabling them to deal with minor accidents confidently. Staff promote children's physical well-being very well through lots of outdoor activities and healthy eating is encouraged. They have good knowledge of children's individual food preferences and allergies; however, they do not have a clear system of procedures in place to manage such allergies. All staff hold relevant food hygiene training and follow correct cleaning procedures as part of the infection control process.

Staff have lovely relationships with children, interacting in a kind, caring and patient manner. They are responsive and nurturing, which means children approach them with ease. They act as good role models treating children and each other with dignity and respect. There is a comprehensive behaviour management policy, promoting positive strategies. We saw staff implement this effectively remaining consistent in their approach, using gentle tones and lots of praise and positive affirmations. Staff encourage good manners and reinforce *"Good looking, good listening, good thinking and good concentrating"* as they sit for circle time.

Staff support children's learning and development effectively. They plan a range of play experiences that appeal to children's interests through themes such as 'People who help us'. However, they do not formally evaluate their planning to make improvements to activities and children's outcomes. They facilitate children's learning naturally and in the moment. We saw children playing a volcano game shouting *"It's lava, oh no my feet are getting burnt."* Staff happily joined in with this activity extending the children's creative imagination. Staff monitor and track children's progress with regular observations, enabling them to identify key milestones achieved and to plan next steps in learning. Staff have a very good understanding of how to meet the needs of children with additional learning needs working closely with various agencies such as speech and language therapists. Staff promote the Welsh language successfully.

## Environment — Good

Managers and staff who work at the service ensure that the environment is clean, safe, and secure. They have a range of risk assessments in place for all areas of the setting and activities, which are regularly reviewed and updated. However, staff do not undertake a daily checklist of emerging risks within the environment. Managers ensure routine maintenance checks for the building and appliances are undertaken. Registers record the times children arrive and leave the premises. Staff ensure only authorised persons have entry to the setting and maintain a log of any visitors. The outdoor play area is safe and secure. Staff undertake regular fire drills with the children ensuring everyone is aware of how to leave the building safely and these are recorded appropriately.

The setting is welcoming and well maintained. It is bright and spacious and provides a rich opportunity for learning and development. Children's activities are set out in one main room with an adjoining messy play and arts and craft area, which provides ample space for children to play and learn. Furniture is of suitable size and design for the age of the children which supports independence. Staff display children's work around the setting, giving them a sense of achievement and belonging. They have access to a simulating outside area, which enhances learning, play opportunities, and helps to develop their physical skills. We saw children using balancing beams and a variety of ride-on toys. Managers told us that they have plans to develop the outdoor area, to provide extended space for children, which will include a new climbing frame. This demonstrates their commitment to on-going improvement. There are a suitable number of children's toilets and nappy changing facilities available. Bathrooms are well stocked with toilet roll, soap, and paper towels to support children's independence and promote an infection free environment.

There is a wide range of good quality resources available to suit the age of the children. Children access the resources freely because they are stored at low level, which promotes independence. Staff enthusiastically embrace newer approaches to learning such as the curiosity approach. Available resources such as weighing scales, teapots, kitchen utensils and various role-play areas support this. In the outdoor area, children enjoy using bikes, trikes, see-saws, and seating areas where they can relax. Staff undertake regular cleaning of toys, resources, and surfaces throughout the day. Multi-cultural resources are available and encourage children to have an understanding and awareness of cultures and customs beyond their own lived experience. Staff monitor resources to ensure they are of good quality and relevant to children's learning.

## Leadership and Management Good

Leadership and Management of the setting is strong. Managers are highly skilled and experienced and manage the service effectively in line with regulations. They have a clear vision for the service and are motivated and passionate about on-going improvement. They are supportive and committed to ensuring that the whole workforce implements good working practices. There is a clear statement of purpose, which provides an accurate picture of how the service runs. Detailed policies and procedures are of a high standard and reviewed regularly ensuring that the service operates smoothly on a day-to-day basis.

Managers plan effectively for improvement. They continually and effectively self-evaluate and seek feedback from parents and staff to inform the annual quality of care report. Managers make tangible improvements to the service that have a positive impact upon children's experiences. For example, managers have recently bought new furniture and resources to extend children's play and have plans to develop the outside area. The setting is making significant efforts to promote the Welsh language and become a bilingual service in the future.

Managers value their staff and provide thorough inductions to equip them to do their job well. They ensure staff files are of good quality and complete robust recruitment procedures to ensure staff are suitable to work with children. Staff access mandatory training including food hygiene, first aid and safeguarding. Managers undertake regular supervision and annual appraisal setting targets for improvement and training. For example, one member of staff told us that they are developing their Welsh skills and will shortly be attending an additional learning needs course. The registered person had failed to notify Care Inspectorate Wales of recent staff changes. This was discussed with managers as part of the inspection, and they have assured us that all notifiable events will be submitted to Welsh Ministers accordingly.

Managers have developed effective partnerships with a range of partners and outside agencies to support children in a variety of areas. They have positive links with parents and share information daily via verbal feedback and a digital seesaw app. Parents reported a very high level of satisfaction with the setting and the care their children receive. They told us that staff have a good understanding of individual needs. Comments from parents included *"They keep me well informed; they have a lot of time for you and if you have a concern, they are really helpful and very supportive.*"

**Recommendations to meet with the National Minimum Standards**

R1. Develop a system to recognise emerging risks within the environment and monitor incidents to identify trends and eliminate any possible risks to children.

R2. Identify and develop procedures for managing allergies and implement an allergy policy.

R3. Evaluate planning to reflect and make improvements to children's outcomes.

R4. Strengthen knowledge and understanding of notifiable events.

| 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 |

| 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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