Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Nannerch Under Fives

Memorial Hall
Village Road
Nannerch
CH7 5RD



Date Inspection Completed

20/12/2021

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About Nannerch Under Fives

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Sarah Williams
Registered places	25
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert This is the first inspection since registration
Is this a Flying Start service?	Manual Insert No
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people / children who use, or intend to use their service.

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 active and curious learners and enjoy making choices about what they want to play with. Interactions between children and those caring for them are consistently good. As a result of this, children are interested and engaged in their activities. Children's opinions and interests are valued and acted on. They cope well with separation from their parents / carers because consistent daily transitions recognise and support their individual needs. Children are developing their independence skills well. Staff have a warm and friendly approach to care giving. Staff take delight in praising children for their efforts and achievements. Activities are well organised and encourage children to follow their own interests. Staff promote healthy practices and develop children's physical and fine motor skills positively. The environment is clean and welcoming. Play and learning areas are attractively laid out. There is a variety of age appropriate resources and toys. The people running the setting manage Nannerch Under 5's effectively. They have built positive partnerships with parents and the local school. The setting operates through the medium of English and basic Welsh is encouraged.

Well-being — Good

Children are developing their self-confidence positively and learning through play effectively.

Children speak and express themselves well as their wants, moods and needs are considered. They communicate with confidence about which activities they want to play with. For instance, some children wanted to play on the slide while others were excited about making Christmas crafts for their family. Children spoke to us about their Christmas themed jumpers full of 'sparkles'. They made requests at snack time for more milk or water and this was given to them straight away.

Children are familiar with the daily routine and this gives them a sense of security. For example, a child reminded staff they had not washed their hands before story time. They approach staff with ease to sit on their knee for a cuddle or for a little rest before returning to play with their friends.

Children interact positively and practice using good manners. They help one another to tidy up their toys carefully. Children co-operate and listen to instructions well. For instance, a child helped staff to collect the toys which required cleaning after play.

Children are busy and enjoy choosing what they want to play with. They like playing with magnetic and foam puzzles. For instance, a child shows us how they piece together a puzzle to make a picture of a child's face from a different culture. They concentrate well making sure each piece is positioned in the right place.

Children are developing their learning effectively. A child told us they were going to draw a triangle and a circle and this is what they did. They enjoy practicing to use their senses and like putting their hands into a tray full of soapy water to feel the texture. Children have fun filling and pouring the water into different sized containers and smile as they make the water wheel go fast. They are learning about the seasons creatively. For instance, children had made a colourful woodland animal scene and used their hand prints to make hedgehogs alongside a variety of related decorations.

Children follow their own interests, for instance, a child enjoys quiet play as they put a baby doll in a buggy and goes for a walk around the play area. During music time children have the opportunity to play their percussion bells in time to the rhythm of the song. They are learning to do things for themselves with positive encouragement from those caring for them.

Care and Development — Good

Staff interact positively demonstrating warmth and kindness. They are committed to providing a broad range of play and learning activities. Staff are consistently responsive to children, they listen and respect children's choices and requests.

Staff understand their role and responsibilities to keep children safe and healthy. They have an appropriate understanding of safeguarding procedures and implement the policies well. First aid and safeguarding training is current and suitable for the ages of children cared for. Staff complete accident and incident records accurately and keep parents informed. They encourage children to wash their hands and this helps to develop their personal hygiene practice effectively.

Staff promote healthy practices well and provide children with a healthy snack. Owing to bad weather we did not see children playing outdoors, however, staff showed us the play area and the resources on offer to develop children's physical skills. Staff conduct fire drills to make sure children and staff know what to do if they have to leave the premises in the event of an emergency and the outcome is recorded.

Staff focus exceptionally well on the interests of the child, their individual needs and development. For instance, staff provided a child with an opportunity to play a quieter game when they did not want to join their friends to sit on the mat. They plan and organise interesting activities which are led by children's choices and decisions. Staff track children's progress appropriately and have drawn on these observations to create good learning experiences for children. They plan well for the next steps and regularly review progress.

Staff encourage children to learn and use basic Welsh throughout their play. They ask children to choose a story for them to read. Staff invite children to ask and answer lots of questions to develop their curiosity and thinking skills. They provide support positively. For instance, staff gently helped a child to hold their pencil as they traced around the Christmas cracker stencil. Staff then praised the child for doing well which made the child feel good about themselves. Parents told us they are kept informed on a daily basis about their child's progress and are 'very' happy with the care provided for their children.

Environment — Good

The people running the setting provide a safe and clean environment where children can play and learn positively.

Risk assessments are completed appropriately identifying the potential hazards to children and what measures are in place to manage these risks. The people running the setting make sure everyone understands their responsibilities in relation to safety and welfare of children. Staff supervise children well during their activities.

Cleaning routines and hygiene practices follow current guidance. They ensure clear information is available to everyone about how emergencies are dealt with. However, some equipment in the first aid kit has expired.

The layout of the play area promotes children's independence. These areas are well organised to enable children to freely explore and make their own choices about what they want to play with. There are ample toys and resources suitable for the ages cared for.

The people running the setting make sure children's art work is presented attractively and this creates a sense of belonging. The people running the setting raise children's awareness about the world around them to learn about their wider society. For example, there are dolls, small world figurines and jigsaw puzzles showing people from different cultures. There are good opportunities for children to practice using their senses through water play, craft activities and playing musical instruments.

Leadership and Management — Good

The people running the setting have written a statement of purpose, which provides parents with the required information about what the setting offers. Policies and procedures are in place and are regularly reviewed. The people running the setting have an understanding of their responsibility to promote the Welsh language and basic Welsh is encouraged.

The report reviewing the quality of care is written comprehensively and highlights the comments gathered from those using the setting. The report reviews the improvements made and the responsible individual's vision for the future. The person in charge is enthusiastic about creating improved outcomes for children. She told us they have been successful in securing a grant from the local authority to purchase more resources to develop children's learning through play.

The people running the setting have appropriate systems in place to update suitability checks as required and staff training is up to date. The responsible individual has made sure she has collated all of the required information in the staff files and in the records for individual children. Staff told us they feel supported in their role and supervision is conducted informally. However, there is no current record of one to one, supervision meetings with staff in order to monitor their performance, professional development and discuss safeguarding. Staff receive an annual appraisal and these discussions are recorded.

The people running the setting have built effective partnerships. They have a parental involvement policy and procedure. This is a good document highlighting how the setting sets out to engage and include parents in their child's learning through play development. Parents spoke positively about the care provided by staff. Engagement is appropriate with the local school and staff from the school visit and help out at the setting, for example, they read stories to children and attend the lunch time session. This helps to familiarise children with school staff in preparation for their transition to full time schooling.

Recommendations to meet with the National Minimum Standards

R1: To regularly review the contents in the first aid box to ensure all equipment is in date.

R2: Formalise one to one supervision meetings with staff and record these discussions.

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	N/A

	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.

Date Published 07/02/2022