Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Ferns Cwmbach

Cwmbach Church In Wales Primary School
Crown Row
Aberdare
CF44 0AT



Date Inspection Completed

09/03/2023

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About Little Ferns Cwmbach

Type of care provided	Children's Day Care Full Day Care
Registered Provider	The Fern Partnership
Registered places	16
Language of the service	English
Previous Care Inspectorate Wales inspection	This is the first inspection
Is this a Flying Start service?	Click or tap here to enter text.Yes
Does this service provide the Welsh Language active offer?	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	**Excellent**
Environment	**Good**
Leadership and Management	**Good**

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

Summary

Children have a strong voice in the setting and their views and opinions are fully considered. Nearly all children really enjoy themselves and are familiar and comfortable with routines. Children interact very well and are successfully learning to consider the needs of others and the importance of co-operating with their peers. Children have access to a very good selection of age appropriate play opportunities that sustain their interest, making their time at the service enjoyable. Children are very confident in their play and are successfully developing their independence skills.Children benefit from staff who are qualified and put children at the forefront of their role. They operate policies and procedures in a child centred way, to ensure children are safe and healthy. They are responsive to children's needs and foster a calm and relaxed atmosphere, which is conducive for play and learning. The staff manage behaviour in a very positive manner and ensure that children's needs are identified and supported effectively.

People who run the setting ensure that the facilities are welcoming, well maintained and have a homely ethos. The environment is open plan, allowing children to freely access a wide range of activities independently, including outdoor play. There are appropriate systems in place to ensure a safe, clean, and secure environment. People who run the setting ensure maintenance of the building is effective. Resources are plentiful, interesting, and good quality.

People who run the setting ensure that the setting operates in line with the regulations and national minimum standards and runs smoothly. Staff are experienced, well supervised, and there are systems in place to support them in their role. Paperwork is well maintained. People who run the setting have established very useful and effective partnerships with parents, the school, and the local authority.

Well-being Good

Children have a strong voice at the setting. They speak freely and many can express themselves well, making their wishes known. They are confident in making choices about their play. They are active participants in relation to their play choices and move confidently around the playroom and outdoor area, spending time on different activities. Children's opinions are frequently sought, for example during group activities staff asked them "what song shall we start with", and "does anybody have a story they want us to read?". Children can sit where they want at snack time and are able to choose what they want to eat.

Children are very settled and comfortable at the service. Nearly all children arrive smiling and run in to play in their favourite areas. They are forming very positive relationships with their peers and carers, sitting on their lap, and enjoying cuddles. Children are familiar with daily routines such as toileting, tidying up and preparing for snack. They laugh and smile as they play and those that become unsettled are confident to approach staff for comfort or reassurance. They play happily together and engage staff in their play, showing pride in their achievements. Children feel a sense of belonging because staff know them well and their work and photos are displayed in the playroom.

Children interact well with their friends and with staff. They are learning to manage their behaviour and share and play together well. Some children happily played alone, while others relish the opportunity to play with others. Nearly all children sit quietly when asked and they listen attentively during group activities. They respond well to consistent praise for cooperative and kind behaviour. Children say 'please' and 'thank you' without being prompted and are respectful to their friends, for example taking turns to talk and listening to each other at snack time.

Children are enthusiastic and active learners. They happily engage in free play as well as staff led activities, such as craft work and singing. They engage in their activities for a good length of time, and some are eager to talk about what they are doing. Children are interested in their play and were engrossed as they mixed colours in the water tray. They concentrated as they learned new words such as 'pipette' and recognised the colours as they changed. A child particularly enjoyed doing their hair and sending their baby to sleep in the home corner. Children use Welsh incidentally during the sessions and sing songs such as 'Hwyl Fawr Ffrindiau' with enthusiasm as their friends leave at the end of each session.

Children are becoming become increasingly independent because they have many opportunities to explore, develop and learn. Children follow their own interests and develop skills such as creativity, fine motor skills and language, as they play. They help themselves to water and tissues. They receive support to choose their own snack items and to pour milk or water, to wash and dry their hands before they eat and to tidy up after playing. Children receive support to find their coat on their peg and put it on before going outside. Nearly all children gain a sense of fulfilment from completing these tasks independently.

Care and Development — Excellent

Staff are motivated, well qualified and keen to provide a high standard of care. They have a good understanding of their roles and responsibilities within the setting. They are effective in keeping children safe and healthy. Staff are aware of their role in protecting children and

are clear about the setting's safeguarding procedures. They complete the relevant paperwork to promote children's safety well. Staff are clear about safety procedures in place at the setting and their responsibilities in relation to infection control. They follow procedures out robustly. Accident and incident records are completed well and are audited regularly to ensure risks are minimised.

Staff manage and support children's behaviour and social development extremely effectively, by ensuring that they follow the guidance laid out in the behaviour management policy. They are good role models, always polite and valuing children as individuals. They respond to negative behaviour by focusing on positive reinforcement and encouragement, using gentle reminders to support children's understanding. For example, during a story session, staff gently reminded children of the need to listen to their friends and to sit down. Staff know the children well and provide good supervision, being attentive to what children are doing and distracting them from potentially negative behaviour. During an activity, a child became frustrated and threw their dough. The member of staff reminded a child who threw their dough, about the danger of throwing, whilst explaining that they didn't want them to break their lovely dough model.

Staff promote children's play, learning and all round development very well. They assess children's needs using Foundation Phase profiles and routinely observe and update their key children's development plans and yearbooks to track their progress. Staff plan interesting and exciting activities, to ensure that all children can engage, have fun, and learn. Staff promote children's knowledge of Welsh language effectively, through use of Welsh words, phrases, and songs. They facilitate and extend children's learning successfully, by encouraging them to count, describe colours, shapes, and sounds in Welsh.

Environment — Good

People who run the setting ensure that the environment is safe, secure, and well maintained. The entry to the building is secure, having to go through school security and their visitor system. There is a comprehensive risk assessment process in place. This is supported by daily, weekly, and monthly visual checks documented on checklists. For example, there has been an issue with the flooring that required monitoring and was being replaced the week after the inspection visit. Staff keep important information within the room for example, evacuation procedure and allergies list. Maintenance check systems are carried out by the local authority through service level agreements, as the local authority own the building. For example, heating and fire prevention systems.

The environment is clean, welcoming and well maintained. Staff organise the environment well to facilitate activities and create an interesting and calming environment. Resources are nearly all easily accessible to the children. Equipment such as tables and chairs meet the needs of children attending and are adapted for activities and eating. The playroom is of a suitable size, with an appropriately resourced outdoor play area, which the children can access freely most of the session. Staff adapt facilities if a child requires sleep, but there is no designated area and, in this event, other children cannot access activities in this area. Very good toilet and nappy changing facilities are located directly from the playroom. Children's work and photographs adorn the walls, providing children with a sense of pride and belonging.

People who run the setting ensure that they provide a wide variety of good quality resources to encourage children's curiosity and imagination and support their learning and development. This included using everyday items such as jugs and crockery to support independence and recycled items for crafts to raise children's awareness of environmental issues. Many resources reflect the Welsh culture, the wider multicultural society and promote equality.

Leadership and Management — Good

People who run the setting ensure that the day to day running of the service is effective and it runs smoothly. The statement of purpose provides a clear description of the service and what it sets out to provide, so that parents can make an informed decision about its suitability for their children. All the records and documents we looked at were detailed, well organised, and kept securely. For example, parents sign contracts, confirming that they are aware of the informative, clear policies and procedures. Policies are well organised and updated regularly, for example, recent changes to legislation have been conveyed in the policies. Staff maintain daily documentation such as attendance records and accident records very well. People who run the setting updated some minor aspects of documentation during this inspection.

People who run the setting have established an effective system to self-evaluate the service they provide. They consult with parents, children, and staff as part of the process. Staff gain children's views about activities through observing and evaluating the activity and seeing how children react. Following the annual review, a comprehensive report with a useful action plan is produced. People who run the setting seek to keep themselves updated regarding current childcare matters and implement these in a planned way, for example the curiosity approach to children's play. They are receptive to advice from other professionals and keen to make any changes that benefit the setting. There is a complaint procedure in place, although none have been received by the setting. They complete the Self-Assessment of Service Statement (SASS) for CIW well and submit it as requested.

People who run the setting ensure that staff are deployed effectively and are clear about their responsibilities. The person in charge of the day to day running of the setting is included in the adult: child ratio but assured us that they have the time to manage the setting as well as provide care for children. The responsible individual and support staff of the registered company carry out some managerial tasks such as recruitment, and the person in charge can designate time to do administrative tasks during the week. Staff told us they feel supported by the management team, and they have the skills and training to enable them to carry out their roles to a high standard. Staff files are complete and all relevant checks to ensure staff are suitable to work with children are in place. Staff receive regular supervision to monitor their performance and identify further training. In the main, staff receive annual appraisals and the person in charge has received their appraisal following this inspection.

People who run the setting have established beneficial partnerships with many other professionals and parents to ensure they provide a service that meet the needs of children.

Parents are expected to complete a comprehensive form to record children's needs, preferences, and routines prior to them starting at the setting. Staff use one page profiles and link observations to the Foundation Phase Profile, to map each child's stage of

development. Staff have established appropriate methods of communicating with parents through daily chats, telephone calls, meetings, and secure social media. They are planning to further improve communication when they have a reliable wi-fi connection in place. Staff have good links with other professionals such as speech and language therapists, health visitors. and community nurses to help meet children's needs. They have excellent links with school, which supports easier transitions for the children. The setting has close links with the Flying Start Scheme who they provide childcare places for.

Recommendations to meet with the National Minimum Standards

None

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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