Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

**Nightingales Cwm Clydach**

**Nightingales Cwm Clydach Flying Start**
**29-31 Clydach Road**
**Tonypandy**
**CF40 2BD**



## Date Inspection Completed

04/05/2023

# About Nightingales Cwm Clydach

| | |
|---|---|
| Type of care provided | Children's Day Care<br>Full Day Care |
| Registered Person | Melanie Bailey |
| Registered places | 36 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | Post-registration inspection |
| Is this a Flying Start service? | 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. |

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| | |
|---|---|
| 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 happy, settled and have fun at Nightingales Cwm Clydach. They develop well as they follow their interests and confidently explore the play environments. Children interact positively with their friends and staff, co-operating and playing happily together. Their independence skills are developing as they participate in a variety of experiences.

Staff engage in children's interests and respond to their needs effectively. They plan a range of fun activities led by the children's interests and simultaneously encourage a free play learning environment. Staff have a good understanding of how to keep children safe and healthy.

The environment is safe, secure, and very clean. There is a range of play spaces and plenty of resources and experiences to encourage the children to play and learn independently. Staff ensure that children have access to a good range of age-appropriate resources and equipment, both indoors and outdoors.

People who run the setting run an effective and well organised setting. They meet and often exceed the regulations and the National Minimum Standards. They have good systems for evaluating and improving their setting. People who run the setting manage recruitment and staff well. They develop positive partnerships with parents who are very happy with the care their children receive.

## Well-being — Good

Children have a strong voice and consistently good opportunities to make choices about their play and learning and what they want to do at Nightingales Cwm Clydach. For example, some children chose to make a craft, others ate a snack, and some played outside. Children are happy and content. They express themselves confidently and know they will be listened to. For example, a child asked staff, *"Can you help me?"* Staff immediately responded, *"Of course, let me help you."* Throughout the session, children move freely around the room and play with activities that interest them. For example, during circle time activities, some children chose not to join the group on the carpet. Instead, they happily engaged in a tabletop activity.

Children are developing close friendships. They join in with activities and greet each other with smiles and hugs. Children are comfortable, settled and fond of the staff. They are familiar with the routines and the environment. For example, when the staff explained it was time to get ready to go home, most of the children went inside and washed their hands and sat on the carpet without prompting from staff. Children receive additional close support to help them adapt to the environment when necessary. For example, when a child became overwhelmed and found it difficult to settle, staff allowed them to move around at their own pace and take resources with them.

Children learn how to play together, share, and make friends at the setting. Interactions are consistently good; children arrive excited, and they co-operate well. They thoroughly enjoyed engaging in a messy play activity with each other and staff. Children confidently spoke to us, asking for help or telling us about their play. Children are learning how to manage their behaviour and when there are disputes about wanting the same resources, they respond well when staff remind children to share and take turns.

Children are motivated and engaged in their play and learning. For example, they responded enthusiastically when they were able to choose a song for the group to sing together. Children are animated in their play, participating in directed and self-directed activities for appropriate periods of time. They enjoy interesting and stimulating opportunities. Children move independently between tasks to the different areas within the room. Children take part in activities confidently and feel a sense of achievement. They are excited to talk about what they have been doing.

Children enjoy a good variety of purposeful activities as well as the resources on offer, which are suitable for their age and stage of development. Children have extensive opportunities to develop their independence skills; enabling them to do things for themselves successfully. For example, children enjoy helping themselves at snack time. They can wash their hands independently and put their coats on with support if needed. Children make good progress and are confident to try new activities.

## Care and Development — Good

Staff effectively keep children safe and healthy. They carry out regular cleaning and follow good hygiene procedures; for example, they consistently remind children about washing hands. Staff encourage healthy eating and prepare snacks in line with best practice guidance. They work effectively to keep children safe; frequently moving around the various areas interacting with children or supporting them. Staff confidently answered what they would do if there was a safeguarding scenario and where to go if they had concerns. They regularly discuss safety with the children. For example, a few children started to run fast inside, however staff consistently reminded them about slowing down, so they did not hurt themselves or knock into their friends. Staff keep accurate records relating to accidents and incidents which are signed by parents and monitored and evaluated regularly. There are thorough systems in place to record the safe administration of prescribed medication and staff ensure parents are kept informed.

Staff have appropriate expectations of children; they understand the behaviour policy and consistently implement positive behaviour management strategies. Staff regularly praise children and reinforce positive behaviour, for example, *"Well done, that was so good!"* They are consistently responsive; they listen and respect children's views. Interactions are positive, demonstrating warmth and kindness. Staff show a genuine interest in the children's requests and discussions, and they are positive role models to the children. For example, they sit with the children at mealtimes to support their social skills.

Staff support children's learning and development effectively. They are transitioning to the new curriculum successfully but still have some measures to put in place. They are enthusiastic and have the training and experience needed to support children and help them develop new skills. Staff make observations of children during activities to help them develop; they are committed to providing a wide range of play and learning activities and are considering ways to implement the new curriculum. Staff support and provide for children with additional needs, including emotional and behavioural difficulties. Staff use language that is appropriate for each child's individual needs and stage of development. They support their language skills including some of the Welsh language; for example, we heard incidental Welsh being used throughout the session as well as songs being sung in Welsh.

## Environment — Good

The environment is clean, safe and secure with staff implementing appropriate policies and procedures. There is plenty of room for children to play and learn with free flow supported between the indoor and outdoor spaces. They effectively organise consistent cleaning routines that reflect good hygiene practices. People who run the setting have appropriate infection control practices which successfully minimise the risk to children's health and safety. The doors are kept locked at all times and children, visitors and staff are routinely signed in and out. They complete daily checks of the premises and all maintenance checks for the building and appliances are up to date. There are a range of regularly reviewed robust risk assessments in place ensuring staff know how to keep children safe. Fire drills are practised regularly and recorded to ensure that all staff and children can evacuate the building in the event of an emergency.

The environment is warm and welcoming, and suitable to meet children's needs. People who run the setting ensure the environment has good indoor play space for children to move freely and explore. They ensure the environment meets children's needs and helps them to build their confidence. For example, when a child becomes upset during an activity, a member of staff takes them to another area in the environment that is calming, and supports them to regulate their emotions before they go back to playing with their friends again. People who run the setting extend children's knowledge and development by offering a wide range of resources and interesting spaces which challenge and consistently stimulate their curiosity and interest. The outside, enclosed area provides sufficient room for children to experience a variety of outdoor play experiences. This includes appropriate equipment to support their physical development, as well as sensory play and a construction site.

People who run the setting ensure that separate areas within the playrooms allow children to choose whether they want quiet time, craft work activities or role play in the home corner area. They ensure children can access a good variety of suitable resources and equipment. There is appropriate furniture for children to sit at ease to undertake tabletop activities and eat their snacks. The toilets are child sized and support children to develop their independence skills. There is a wide range of good quality, developmentally appropriate play and learning resources available, both indoors and for the outdoors which promotes children's learning and development. However, the environment would benefit from more natural, authentic resources so that children have more real life opportunities in their play. People who run the setting provide a variety of activities to promote children's curiosity about the wider society and they promote a well-equipped secure outdoor environment.

## Leadership and Management — Good

People who run the setting are committed to providing a high-quality service. They maintain and share an up-to-date, informative statement of purpose that provides parents with detailed information on how the setting runs, allowing them to make an informed decision about its suitability for their child. People who run the setting regularly review their policies and procedures and ensure staff implement them successfully. They ensure they collect, record and monitor the required records. We looked at a sample of records including registers, staff files and children's records, which were all well maintained. People who run the setting ensure staff complete all mandatory training and there are opportunities for them to further develop professionally. They ensure they engage with Care Inspectorate Wales (CIW) and other regulators when necessary.

People who run the setting have an effective self-evaluation system in place to help them plan how they will improve their service. This includes using the feedback from staff, parents and children to review the quality of their care. People who run the setting have developed a written report which highlights strengths and areas of improvement.

People who run the setting follow a safe recruitment process to safeguard children. They have good systems in place to update suitability checks as required and they successfully implement an effective induction procedure for all staff. Regular meaningful supervision and yearly appraisals are integral to their practice and drive improvement. The key worker system enables children to settle with familiar staff who understand their individual needs. Staff said they feel very well supported by management and they are really happy in their work. They are experienced, with most staff holding up to date certificates for safeguarding, food hygiene and first aid. People who run the setting ensure they maintain staff ratios, however, staff have not always been deployed effectively according to their relevant qualifications.

People who run the setting ensure all communication with parents is valuable in order to promote positive outcomes for children. They collect sufficient information about each child's preferences and individual needs before they start by completing a one-page profile. They keep parents well informed by messaging via an app and they also give verbal feedback to parents at the end of their child's session. People who run the setting have positive links with a wide range of professionals, the community and other stakeholders. Parents said they are really happy with the setting and their children enjoy attending. For example, some comments include *"I have nothing to complain about, the staff are brilliant," "My child is so happy here, they are doing well,"* and *"I wouldn't send my child anywhere else."*

| 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) |
| Standard 13 (Day Care) - Suitable Person | Maintain appropriate ratios in line with staff qualifications. |

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) |
| Continue to embed the new curriculum within the setting. |
| Provide more natural, authentic resources for the children. |

| 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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