Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Funky Footsteps Day Nursery Hospital Site

Neath Port Talbot Hospital
Baglan Way
Port Talbot
SA12 7BX



Date Inspection Completed

25/01/2024

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About Funky Footsteps Day Nursery Hospital Site

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Funky Footsteps Day Nursery Limited
Registered places	49
Language of the service	English
Previous Care Inspectorate Wales inspection	Post-registration Inspection
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	**Good**

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

Summary

Children are happy, settled and enjoy attending the setting. 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 well with children 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 are a range of play spaces and plenty of resources and experiences to encourage the children to play and learn independently. Staff ensure children have access to a good range of age-appropriate resources and equipment, both indoors and outdoors.

Leaders run an effective and well organised setting. They are committed to providing a high-quality service. They have good systems for evaluating and improving their setting. Leaders manage recruitment and staff well. They develop very positive partnerships with parents who are very happy with the care their children receive.

Well-being — Good

Children make purposeful choices and move around the setting confidently. For example, they freely choose resources in the role-play corner and explore the outdoor areas, independently using the percussion zone and mud kitchen. Some children express themselves clearly using words and phrases. For example, they ask staff for more drinks or food during snack and lunch time. Some children communicate and express their wants and needs using non-verbal clues such as pointing or at times using flash cards. Older children speak confidently and feel they are listened to by staff. Children who do not wish to take part in a group activity say so clearly, and happily select different activities.

Children arrive eagerly at the setting and cope well as they separate from their parents and carers. Children form close bonds with staff, which has a positive impact on their well-being and motivation. When needed, children seek gentle comfort and reassurance from staff. For example, they approach them when they are hurt or upset and feel immediately comforted by them. Children feel a sense of belonging and smile as they receive praise for showing kindness to a friend or being an excellent helper.

Children are enthusiastic and enjoy opportunities to play and learn. They show a keen interest and engage well in most of the experiences available to them. Nearly all children show curiosity and explore a variety of play opportunities. For example, they show excitement during a game of hide and seek outside. Most children concentrate for an appropriate length of time and respond positively to encouragement from staff. They listen to instructions well, for example when they join in with music and movement songs. Older children enjoy completing a craft activity, using coloured squares to decorate hearts for Santes Dwynwen and younger children positively participate in a tap, tap box activity before lunch.

Children develop their independence skills effectively. On arrival, they happily take responsibility for storing their belongings, they hang up their coats. Many children complete self-care tasks independently. For example, they wash and dry their hands and get tissues to wipe their noses. Older children learn to serve themselves at snack time, whilst younger children are supported when needed. They also help to tidy resources efficiently at the end of the session.

Care and Development Good

Staff implement the setting's policies and procedures effectively. The safeguarding policy meets requirements and staff have completed safeguarding training. Staff responded appropriately to safeguarding scenarios. They follow effective hygiene procedures consistently. For example, they wash hands regularly, wipe down surfaces and wear appropriate protective clothing. Staff are knowledgeable about their roles and responsibilities in relation to keeping children healthy. They support and encourage children to get fresh air and provide healthy meal choices. They complete accident and incident records effectively.

Staff communicate well with children and create a calm and relaxed atmosphere. They are positive role models for children and interact purposefully with them throughout the session. For example, they sit with children during snack time, modelling good social and communication skills and lead meaningful discussions during their play. Staff share a positive approach to managing children's behaviour and follow the setting's policy effectively. They have developed a successful range of strategies to promote positive behaviour, for example, using distraction and communication. They praise children for being kind or sharing resources and this has a beneficial impact on children's behaviour and self-esteem. We heard staff say, *"well done, excellent, da iawn and bendigedig"*.

Staff support children's learning and development effectively. They focus well on the interests of the child, their individual needs and development. The setting has worked hard to improve procedures to support children with additional learning needs (ALN) and this is having a positive impact. Staff are aware of children's individual preferences and have identified and collected their favourite toys and put them out so that children can access them readily. They know which children respond to which staff members well. Staff work well together to build the children's confidence and resilience. They provide interesting opportunities, which are led by the child's choices and decisions. Staff use incidental Welsh well at the setting.

Environment — Good

Leaders ensure the indoor and outdoor environments are safe and secure. There are a range of risk assessments in place ensuring staff know how to keep children safe. The external doors are kept locked and children, visitors and staff are routinely signed in and out. Staff complete daily checks of the premises and leaders ensure maintenance checks for the building and appliances are up to date. Fire drills are practised regularly and recorded to ensure all staff and children know how to evacuate the building safely in the event of an emergency.

The premises are warm and welcoming and provide an effective environment for children to play and learn. The indoor and outdoor environments are used well to promote learning and development, with free flow supported between the indoor and outdoor spaces. Leaders ensure separate areas within the playrooms allow children to choose whether they want quiet time/sleep, craft work activities or role play in the home corner area. The outdoor area is stimulating; it has been developed to include renewed wooden equipment and exploration areas. This enhances provision to support children's physical development and overall learning well. The toilets are child-sized and support children to develop their independence skills well.

Leaders provide a good range of developmentally appropriate toys and resources that engage children well. The toys and play equipment are clean and well-maintained. The setting uses natural and sustainable materials in children's play effectively, for example 'home-made' bottle rattles. Leaders successfully encourage active learning through activities such as messy play, where children experiment and create potions with water, as well as mud and leaves in the outdoor mud kitchen. Most resources are stored at a low level so children can access them and make choices independently. There are sufficient play materials to promote cultural awareness and diversity effectively. This ensures that children gain an appropriate understanding of the world they live in. Furniture and equipment are suitable and of good quality.

Leadership and Management — Good

Leaders are committed to providing a high-quality service, they are passionate and enthusiastic about the work of the setting. They share a clear vision for the setting and have comprehensive policies and procedures in place which contribute effectively to the smooth running of the setting. Leaders regularly review these policies and procedures and ensure staff implement them successfully. There is an accurate and clear statement of purpose. Leaders ensure they collect, record and monitor the required records. We looked at a sample of records including registers, children's records and accident forms, which were all well-maintained. Leaders ensure they engage with Care Inspectorate Wales (CIW) and other regulators when necessary.

Leaders 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. They have developed a written report which highlights strengths and areas for improvement. Leaders are successfully working towards providing a bilingual service.

Leaders 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 staff. Staff are qualified and hold up to date certificates for safeguarding, food hygiene and first aid. 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 leaders and they are really happy in their work.

The setting has a worthwhile range of partnerships that improve the quality of provision and outcomes for children. For example, they have recently established a successful ALN support group for families. Staff keep parents and carers informed about what their children are learning and how well they are progressing through an online communication application and regular informal updates. Leaders and the setting have strong links with external agencies and the local primary schools which supports children in their transitions into the setting and in their next stage of education well.

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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