Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Flowering Shrubs Nursery Cyncoed

277 Cyncoed Road
Cardiff
CF23 6PA



Date Inspection Completed

13/04/2023

About Flowering Shrubs Nursery Cyncoed

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Flowering Shrubs Nursery Limited
Registered places	18
Language of the service	English
Previous Care Inspectorate Wales inspection	07 December 2022
Is this a Flying Start service?	No
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 have a strong voice at the setting and are confident in their interactions with friends and staff. They really enjoy the opportunities to play and learn and show enthusiasm and pride in their achievements. They have lots of opportunities to do things for themselves and develop their independence.

Staff are appropriately qualified, enthusiastic and are confident to implement procedures to keep children safe and healthy, including safeguarding procedures. They demonstrate warm and responsive interactions with the children and manage behaviour in a positive manner. They ensure play and learning is child led and set up a rich learning environment that facilitates children's interests and promotes their curiosity and development.

The environment is safe and promotes children's learning within fun and stimulating surroundings. Staff are confident in risk management and identify and respond to emerging risks. Resources are of a good quality and easily meet the children's needs and promote their independence.

Leadership of the service has improved. Leaders demonstrate better oversight of the service and their staff, and a greater understanding of national minimum standards. This has resulted in improvements in record keeping, support to staff and implementation of procedures.

Well-being Good

Children have good opportunities to make choices and decisions about what affects them. They are confident communicators as their wants, moods and needs are considered. One child was reluctant to join in a singing session and this was sensitively handled by staff who did not pressurise them to participate. Children's opinions and interests are valued and acted upon. Children tell staff what they want, and staff use 'mind maps' to capture their thoughts and ideas which then feed into planning. For example, children wanted to do an Easter egg hunt which was then facilitated by staff.

Children are active and express enthusiasm and enjoyment. They have a sense of belonging, forming relationships and are familiar with routines. We saw a family tree with lots of the children's family photographs to prompt a link between nursery and homelife. Children's work is displayed and celebrated, and their efforts are spontaneously praised by staff, for example, when children self-serve at snack time staff immediately say *"Good job guys!"*

Interactions between children and adults are consistently very good. Children co-operate well and are actively interested and engaged in their own play choices and the adult led activities. Children listened and took instructions very well as they prepared fruit for snack time, guided by a member of staff. When children arrived at the nursery and sat down to join circle time, children immediately greeted them with *"Hello!"* Children seek out their friends to play with and we saw good co-operation when they lined up crates to make a bus.

Children show great enthusiasm when playing. They enjoy a very good range of interesting opportunities indoors and outdoors and can choose to relax and have quiet times. They really enjoyed digging for real carrots amongst the soil in the tough tray. They loved joining in at story time as they had chosen 'The Angry Carrot' to be read to them, and obviously knew the story well. One child showed real pride demonstrating the knots they had learnt to tie and then confidently spelt out 'princess' showing a real feeling of achievement.

Children have good opportunities to develop their independence skills, problem solve, experiment and be imaginative. We saw children get tissues and wipe their nose independently and dispose of the tissue appropriately. They have opportunities to self-serve and pour their own drinks at meal-times, and have, for example, made marmalade sandwiches after reading Paddington Bear books. They self-register on arrival and attempt to hang their belongings on their coat hook and gain increasing independence washing their hands and using the toilet.

Care and Development — Good

Nearly all staff understand and implement policies and procedures to promote children's healthy lifestyles, physical activities, and well-being. Staff have a very sound understanding of their safeguarding responsibilities and the setting s procedures. Nearly all staff identify and proactively and effectively manage risks. They support children to speak or express themselves well as children receive an effective and meaningful response from staff.

Staff are suitably qualified, responsive and develop warm and nurturing relationships with the children. They understand the behaviour management policy and consistently implement positive behaviour management strategies, providing lots of praise and acknowledgements to children. They listen and respect children's views and encourage their curiosity by following children's interests and knowing the children well. They give clear and concise instructions, such as *"We have to keep our fingers safe and our knife on the chopping board. Well done, good job"* whilst supporting children to cut their own fruit for snack. Staff have a good understanding of children's rights and treat them with dignity and respect. When approaching children to change their nappy, we heard a member of staff ask a child if that was ok. As the child was engrossed in play, the child chose not to at that precise moment, but agreed, a very short time later. The staff member showed a good balance of allowing the child autonomy, whilst also knowing that good hygiene needs to be followed.

Nearly all staff are sensitive to the needs and experiences of individual children. We heard lots of incidental Welsh spoken and one parent informed us that since starting at the setting their child had also learnt additional words in a language spoken at home. Staff had understood the child's heritage and had celebrated use of a language other than Welsh or English. Staff assess children's engagement with activities and change activities, resources and areas depending on their use. Staff plan very well around children's interests and individual needs. Due to instability within the staff group, written records of children's observations have become inconsistent. However, it was very clear that staff understood child development, allowing children to lead their play and ensuring a rich environment for learning. Leaders were able to explain their plans to train staff and embed the new curriculum into planning.

Environment — Good

The nursery is safe, secure and well maintained. Leaders and staff undertake risk assessments and daily visual checks to ensure that children can play and explore within a safe environment. Leaders told us that two areas outside are not currently used as they are updating risk assessments for the forest school and climbing areas. Once they are satisfied that these risk assessments and staff understanding of these areas are comprehensive, they will open them to children. Staff undertake good hygiene routines and controls. The staff ensure that they are positioned well and are able to supervise children effectively and provide support when needed.

Leaders ensure the environment has good indoor and outdoor play space for children to move freely between very well set up areas. They ensure the environment meets the children's needs and enables them to work towards their full potential. The outdoor play space is used as often as possible with children having access to a good range of resources that extend their knowledge and which stimulate their curiosity and interest. We saw children using ropes to make knots, using balancing boards, building with crates and playing with hula hoops and trikes and bikes. They have independent access to clean and fresh toilet facilities and child-sized tables, chairs and relaxation areas.

Leaders effectively organise the environment so that it provides a comprehensive range of exciting play opportunities suitable for all the age ranges cared for. They ensure that nearly all children can access good quality and a broad variety of age-appropriate furniture, toys and equipment. We saw resources that encourage eco awareness and recycling and promote a curiosity in the natural world. Children had gathered acorns that had started sprouting and which we were told would later be planted. There are resources that give children an understanding of differing cultures and the promote use of the Welsh language. Staff reported that resources are replaced or purchased promptly meaning that children's play experiences and choices are properly supported.

Leadership and Management — Good

Leadership within the service has strengthened since the last inspection and all regulatory matters have been successfully addressed. Leaders ensure they comply with all relevant regulations, meet the national minimum standards and have a good understanding of their regulatory responsibilities. They have effective measures and policies in place to ensure that everyone understands their responsibilities in relation to the safety and welfare of children. They review their policies often and ensure that these are implemented in practice. They support staff so that the required records are accurately kept and engage with Care Inspectorate Wales (CIW), notifying CIW of any significant events. There is an accurate statement of purpose so that parents are informed about the service offered and can make an informed choice about its suitability for the needs of their children. Leaders ensure that daily records are maintained accurately, for example, registers are completed promptly for both staff and children and accidents or incidents are recorded efficiently and audited on a monthly basis.

Leaders actively implement self-evaluation. They seek and implement the suggestions of children, their parents/carers and their staff. Feedback informs the development of the service and an action plan is identified to make improvements to the service. Leaders told us that whilst the most recent review had been undertaken in November 2022, due to changes within the service they planned to send out questionnaires early, to better judge whether these have benefitted parents or children. They also plan to undertake the Healthy Workplace award/Investors in People award in the future.

Leaders follow timely and robust recruitment processes to safeguard children. Staff files are well organised and contain all the required information. They have good systems in place to update suitability checks as needed and all safety checks are carried out prior to staff starting at the service. This ensures that staff are suitable to care for children. They implement a good induction procedure for all new staff. The performance management process is clear and supervisions are regular, meaningful and child focused. They ensure that staff are deployed well to ensure staffing ratios are met and children's needs are met. They encourage staff to acquire and maintain all required training. They keep up to date with child care practice. They have plans in place, to introduce methods of working in line with the new curriculum, and to broaden staff understanding of this new process so that they can implement it effectively.

Leaders ensure that they communicate and engage with parents and respond positively to information and advice given to improve children's wellbeing and identified needs. We received positive feedback from parents about the service and the care of their children. We heard staff contacting parents via telephone and they sent photographs to parents via the nursery app.

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
28	Some staff did not have the skills or understanding to perform their roles effectively. The responsible individual should ensure all staff are confident about their role and responsibilities in caring for children and ensure that checks have been completed effectively in respect of their suitability within a childcare role.	Achieved

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
25	Risks within the environment are not properly managed. The responsible individual must ensure that all risks are identified and eliminated and that appropriate records are kept in order to monitor this.	Achieved
30	The Responsible Individual does not ensure that staff and children's daily registers are completed effectively. The Responsible Individual must ensure that practitioners complete registers promptly with the names and times of attendance of all children being cared for and the times that staff enter and leave the building.	Achieved
22	The Responsible Individual had not ensured that all practitioners are confident in implementing safeguarding procedures and understanding their responsibilities and role within this process. Any allegation of abuse or neglect must be promptly referred to the local authority for their consideration and all practitioners must be able to implement these procedures effectively.	Achieved

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

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)
Embed the new Curriculum for Wales and ensure children's development is recorded effectively.
Ensure staff are confident to allow children to access forest school woodland area and climbing areas safely on a regular basis.

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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