Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Lullaby's Pre-School

Rhos Primary School
Neath Road Pontardawe
Swansea
SA8 3EB



Date Inspection Completed

28/11/2024

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About Lullaby's Pre-School

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Lullaby's Day Nursery Limited
Registered places	34
Language of the service	English
Previous Care Inspectorate Wales inspection	This was their first inspection following registration
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use the service.

Well-being	**Excellent**
Care and Development	**Excellent**
Environment	**Good**
Leadership and Management	**Excellent**

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

Summary

Children have a very strong voice and communicate confidently with each other and with staff. They develop strong relationships and express their views openly, knowing they will be listened to. Children are extremely happy and make purposeful choices and decisions independently.

Staff fully understand and follow policies and procedures to promote healthy lifestyles, safety and personal well-being. They are qualified, knowledgeable, kind and very caring towards children. Staff provide a nurturing and child led setting. They plan and assess purposely and promote an ‘in the moment’ ethos to ensure children’s interests and curiosities are developed further. Staff show genuine passion in their roles.

People who run the setting have good measures in place to ensure the environment is safe, secure and well-maintained, indoors and outdoors. They ensure children have access to a good range of resources and equipment to nurture their overall developmental skills.

People who run the setting comply with all regulations and exceed the national minimum standards. They have a clear statement of purpose which provides an accurate picture of the setting. People who run the setting actively support and challenge everyone to do their best and set high expectations.

Well-being Excellent

Children are very happy and have formed strong, close relationships with their peers and carers. They are very familiar with routines as well as the ethos of the setting. Their feelings and needs are acknowledged, and we saw strong bonds of affection and attachment between staff and children. For example, a child approached a staff member with a tissue stating, *“Nose please.”* During outdoor play, a child placed her hand out asking for support, *“I want help”*, as they balanced on the wooden beam. After school, we observed older children hugging each other.

Children’s voice is very strong. Throughout the visit, we heard children being actively acknowledged and respected, for example at lunch time they get to choose the colour of their cutlery, cups and aprons. Children choose how they spend their time at the setting. One child voiced confidently that they wanted to play outdoors, and this was acknowledged. Some children choose to sit and listen to a story whilst others move from area to area exploring the resources made available to them. Before the end of the session, some children choose to sit and sing on the carpet, whilst other choose to carry on playing.

Interactions between children and adults are consistently stimulating and children cooperate enthusiastically. Children express empathy and care towards each other and listen carefully to one another. For example, we heard a child tell a staff member that another child did not like milk. Children show genuine care towards one another, for example we saw one child pass another child their shoes before outdoor play. They are fully engaged and show respect for others and to the setting. Children cooperate, take turns and share. An example of this is when we observed children playing with the construction items. They cooperated and waited their turn to access different items.

Children immerse themselves in their play, using language and developing their skills across all areas of development through purposeful resources made available to them. We saw a small group of children playing in the shelter outdoors pretending to be in an ice cream shop. Children shouted excitedly, *"ice cream, ice cream.”*

Children experience developmentally appropriate opportunities. During our visit, children chose the activities they wanted to do from the resources available. We observed one child confidently select, carry and set up an office role play area on a table. They confidently shared, *“I’m going to call people.”* They develop their play independently by choosing resources and creating their own role play situations. We saw one child wear a Christmas hat and a backpack, walking around the setting pretending to be on the telephone.

Nearly all children are busy and active in their play. Children happily take part in directed activities if they wish. We saw a child selecting coloured paints and sequins to decorate a picture of a Christmas jumper.

Children have excellent opportunities to develop their independence skills throughout the session, enabling them to do things for themselves successfully and to problem solve effectively. We saw children pour water and milk from jugs into their cups, use utensils to serve their own lunch as well as clear their plates after finishing food. They independently use the toilet and use flannels to wipe their own faces and hands once they have finished eating. Children were also confident accessing resources and moving freely around the indoor and outdoor environments.

Care and Development — Excellent

Staff have a comprehensive understanding of the setting's policies which they consistently implement to promote healthy lifestyles, personal safety of children and ensure their well-being. They are all continuously proactive and effectively manage any risks as they arise. We observed staff wiping dry the outdoor apparatus before children access them. It was also apparent as children accessed the mud kitchen containing sand. Staff supervised the children and remained in the area, ensuring children did not consume the sand and clearly told them, "*Not in your mouth."* Staff speak respectfully with children, show interest, pleasure and care in all that they do, *"Wow! That's amazing."* They manage behaviour well. This was apparent when children were playing in the construction area and staff asked a child if they could give some items to another child, before proceeding to state, *"Well done for sharing because sharing is caring isn't it?"* Staff ensure children are praised verbally and visually with stickers. We observed a staff member telling children they were getting their sticker book to acknowledge good tidying of resources.

Overall, staff are motivated and enthusiastic and offer children consistent and effective support in their play, learning and development. Staff communicate well with one another. We observed staff modelling effectively, without taking over. For example, during the craft activity, staff model the use of a cotton bud dipped in paint, before allowing the children freedom to be creative. Staff support children as they freely explore their environment and plan some focused activities to support children's learning and development. They are very attentive to children's own chosen play and the setting, as a whole, is very child-led with in the moment planning used successfully to follow children's interests.

Staff are all confident with safeguarding scenarios and can explain what they would do if they had concerns. Snack times are calm and organised, and staff ensure children are supervised at all times and not rushed. Nappy changing is carried out with dignity, care and respect and staff follow all safety measures diligently. People who run the service ensure an organised system for the storage of items used for nappy changing. Items are stored above the nappy changing area and are numbered in sequence. They practise other safety procedures such as fire drills regularly. Staff follow hygiene practices effectively, ensuring regular hand washing or accessing anti-bacterial gel, wearing aprons and gloves when preparing food or nappy changing.

Interactions between staff and towards children are always very positive and respectful. We observed one staff member providing cuddles to a child. They are sensitive to children's needs. During lunch time, one child was sat by themselves, and a staff member offered the child to sit with their friends, however respected the child's wishes.

Nearly all staff are committed to providing a very good range of play and learning activities and opportunities. They show an awareness of children's individual development and plan

carefully for the next steps, with each child having a learning journey, which includes observations, assessments, and reviews.

Environment Good

People who run the setting have comprehensive measures and procedures in place to ensure the setting is safe for children. The setting is clean, tidy, well maintained and welcoming. The premises both inside and outside are secure and people who run the setting ensure they keep a record of visitors. Effective risk assessments and safety checks are in place. We were provided with a copy of the heating safety certificate following the visit. We saw good hygiene practices, minimising risks to everyone's health and safety.

The indoor areas are clean, open, airy and well-lit, offering many different areas for play, including role play, mark making, creative play, reading area, construction and a quiet canopy area. Areas are well arranged, offering purposeful opportunities for effective learning experiences. Children have freedom to safely explore their indoor and outdoor environment. The doors from the inside play areas lead easily to the outdoor play area. Children can enjoy a free flow environment and choose for themselves if they want to play inside or outside.

People who run the setting provide good quality furniture and resources that are suitable for the developmental needs of all children. They ensure tables are adjustable for the age range attending and have a range of different sized chairs. The setting uses a variety of natural and real-life resources such as in the role play area, children had access to telephones, keyboards and wooden toys. We did view multi-cultural displays and resources in the setting. Overall, equality and cultural awareness are promoted well. The outdoor areas are safe and provide numerous play opportunities, including floor markings, a mud kitchen, screen for painting or mark making, wooden equipment for balancing and climbing, a shelter along with an area to access bikes. However, on the day of the visit not all areas were further enhanced with accessible resources to children, for example mark making materials for the screen.

Leadership and Management — Excellent

Leadership and management of the setting is excellent. People who run the setting have a clear vision which is shared with the entire team. Policies and procedures are in place and are reviewed annually. Staff files, children's files, medication, accident and incident books are all completed correctly. All other systems of recording are completed and organised. People who run the setting ensure there are electronic and paper copies in place for staff and children registers. Staff sign children in and out of the setting. They also ensure staff sign in and out for school pick ups and drop offs. People who run the setting ensure staff and child ratios are correct.

There is a strong culture of continuous professional development. Staff state they feel very much supported by management and have plenty of opportunities to develop. They also told us their well-being is highly regarded by management. An effective and meaningful self-evaluation process is implemented. The setting's quality of care report reflects the service with parents and children's views being welcomed and listened to.

People running the setting support staff very well. They carry out regular supervision and appraisal meetings and plan for staff development. Following the visit, we were provided with further copies of supervisions and appraisals for staff members, as not all were available to view on the day of the visit. They hold regular staff meetings to exchange information and ideas. They also organise online quizzes to test staff knowledge and understanding on safeguarding for example. They also evaluate the results and provide further assistance if required. All staff we spoke to said they are very happy working at the setting and feel very well supported by approachable managers. People who run the setting follow robust recruitment procedures.

People running the setting have effective partnerships with parents. They keep parents informed of their children's progress verbally and through the use of an app for communication. This enables them and staff to communicate easily with parents on a day-to-day basis and keep them informed of what their child has been doing. They also produce a quarterly newsletter and hold open evenings. The parents we spoke to are extremely happy with the setting. Feedback included, *"They're absolutely fantastic and like an extended family. My child has come on leaps and bounds here. We get good information daily as well as developmental updates every now and again."*

People who run the setting have links with a wide range of professionals across the local community, including the local school and local authority. People who run the setting and staff make a conscious effort to promote the Welsh language.

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

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)
Consider further enhancing outdoor play areas with readily accessible resources.

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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