



Inspection Report

Buds to Blossoms Day Nursery

**Pen-y-Lan
Beaufort
Ebbw Vale
NP23 5JX**



Date Inspection Completed

07/02/2024

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About Buds to Blossoms Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Lee Fowler
Registered places	54
Language of the service	English
Previous Care Inspectorate Wales inspection	10 December 2019
Is this a Flying Start service?	Yes
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.

<u>Well-being</u>	Good
<u>Care and Development</u>	Poor
<u>Environment</u>	Poor
<u>Leadership and Management</u>	Adequate

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

Summary

Children are very happy and settled at the setting. They form warm relationships with their friends and adults alike. Children have good opportunities to make choices and decisions about how they spend their time. They choose from exciting resources and activities, which encourage their curiosity, extend their learning and enable them to follow their own interests.

Staff are attentive, warm, patient and offer reassurance to children when needed. Staff provide children with strong play opportunities to encourage their curiosity and extend their learning. Leaders do not ensure records capture all required details, are accurately recorded and are suitably monitored. Improvements are required to ensure children are kept safe and healthy.

The environment is clean and welcoming. The spacious layout of the environment supports children to move around their playrooms freely to accommodate their play. A good range of authentic toys and resources both indoor and outdoor promote children's holistic development. Improvements are required to ensure all potential risks in the environment are identified and addressed appropriately.

Leaders are committed to running a quality provision and respond positively to recommendations for improvement. Leaders have produced a range of policies, procedures and documentation to support the running of the setting. Staff are happy at the setting and told us leaders support them in their roles. Relationships with parents are good.

Well-being	Good
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Children have good opportunities to make choices and decisions about how they spend their time. Most children can freely move around the various play spaces available to them. They choose where and what they play with. We saw older children enthusiastically move between the indoor and outdoor play space to follow their interests. Children express themselves confidently. They know their wants, needs and moods will be listened to. For example, babies confidently make vocal noises to tell staff they want a cuddle, knowing this will be warmly responded to.

Children are very happy, relaxed and enjoy their time at the setting, they feel valued and have a strong sense of belonging. The very few children who become a little upset are supported well and are soon playing happily with their friends. They clearly enjoy being in the company of other children, forming warm and affectionate friendships and developing secure relationships with staff. Children happily joined in when a staff member read a story. Children excitedly act out the various parts of the story, by shooting off to the moon in their rockets, shouting '*3,2,1, blast off*'. Children receive lots of encouragement and praise from staff for their efforts, giving them the confidence to play and learn.

Children enjoy their play and learning and are fully involved in the activities on offer. They benefit greatly from the authentic resources and variety of play opportunities set up to help them develop, learn and to use their imagination. For example, children enjoyed transferring sand from a tray, over to a table where utensils such as a masher and rolling pins provided them with endless opportunities to explore and enhance their sensory and imaginative play experiences. Children are extremely motivated to follow their own interests and sustain their play for periods suitable for their age and stage of development. For example, children were using paint to decorate stainless steel pots. They proudly showed off their creations to their friends and staff, who all engaged in the fun and joyfulness of the play, celebrating them as artists.

Children develop a wide range of skills as they play and engage in stimulating routines. They have good opportunities to become independent, enabling them to do things for themselves. Older children access the toilet independently and wash their hands competently, while younger children are offered support when needed. At mealtimes babies ably feed themselves. Toddlers and older children competently serve themselves and pour their own drinks from jugs or are supported to do so. This promotes children's self-help skills and builds their self-esteem.

In the main, staff understand and implement most of the setting's policies and procedures to promote a healthy lifestyle and keep children safe. Staff understand their roles, responsibilities and are generally cautious when dealing with any safeguarding matters. They are confident in the steps to take if they have concerns, but this is not always consistently implemented in practice. Records viewed and discussions held with the setting's safeguarding leads demonstrate an understanding of the procedures to be followed. However, some existing injury records do not always contain the action taken and are not always monitored appropriately. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Staff implement appropriate procedures to support children when administering medication. However, this is not always sufficiently recorded. Staff do record, maintain and review accident and incident records. However, records viewed do not contain all the relevant information required and are not always accurate. Evaluations of accidents and incidents are carried out. However, the records viewed do not always capture an accurate picture of the events and identified next steps are not always appropriately actioned. There are procedures in place to accurately record children's and staffs' times of arrival and departure. However, on the day of inspection we found these had not been completed to accurately reflect the children present. Staff registers detail which staff are providing care for which children at any given time. Children's health and safety could potentially be compromised as accurate records are not being maintained appropriately. We have therefore, issued a priority action notice. The provider must take immediate action to address these issues.

The settings' in-house cook provides a wide range of freshly cooked meals and snacks, which offer balance, variety and promote healthy eating practices. Staff follow robust procedures when dealing with children with allergies, intolerances, and preferences. Staff ensure mealtimes are relaxed, social and enjoyable experiences, where opportunities for children to talk about their day are encouraged. Staff follow good hygiene practices in line with infection control guidance, such as wiping tables before children sit down to eat and washing their hands when handling food to prevent cross contamination. They encourage children to wash their hands before eating, embedding good hygiene routines. Staff promote children's physical development and the benefits of getting out into the fresh air, through regular access to the outdoor play environment. Staff interact extremely well with children and build positive relationships with them. They are attentive, warm, patient and offer reassurance when needed. Staff implement a positive approach to behaviour, frequently praising and reinforcing positive behaviour in line with the setting's behaviour management policy. Staff know the children very well. They carry out regular observations of their development, which support their understanding of each child's individual needs. This information is used to support children when planning opportunities to extend their learning and to follow their individual interests through exciting and engaging activities. Staff seize opportunities for in the moment learning. For example, staff drew children's attention to the rubbish lorry outside and they all watched excitedly through the window. They talked about what was happening, drawing attention to the details of the lorry, and singing the

'wheels on the bus'. Staff and leaders are taking steps to embed the principles of the Curriculum for Wales. Staff promote the Welsh language, through introducing basic incidental Welsh during activities and routines.

Environment	Poor
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Leaders make sure staff follow suitable procedures to ensure the environment is clean and well maintained. There are beneficial measures in place to maintain the safety of the environment, including carrying out regular fire drills, thus ensuring staff and children know what to do in the event of a fire. However, records do not contain all the required details

such as the number of children and staff present. Maintenance and safety checks are completed promptly. There are some adequate risk assessments in place for staff to follow. However, a few of these are not robust as they do not include all potential hazards, and not all risks are identified, and action taken to eliminate the risks. For example, two large mirrors, accessible to children were not appropriately secured and did not have a safety film or a safety kite mark. Leaders had not ensured identified steps to reduce the risk of children leaving the setting unaccompanied had been robustly implemented. For example, the recently employed use of door alarms to alert staff when children independently access the door was not consistently used. Leaders took immediate action to address some of the issues. This is having an impact on children's health, safety and well-being; we have therefore issued a priority action notice. The provider must take immediate action to address these issues.

The environment offers good facilities to care for children. All rooms are equipped with high quality and suitably sized furniture for the ages of children attending. The layout of the environment helps children to move around their playrooms freely. Children eat their meals and snacks in their individual rooms, minimising the movement across areas, extending their time to play. Low-level highchairs assist babies to sit together, enabling them to fully experience the social benefits of mealtimes.

Leaders provide a good range of authentic resources and toys which are of good quality. Real-life, natural, re-purposed and recycled items are used to enhance all areas of the environment and support children's play experiences. For example, dressing up clothes include items such as bags, curlers, and shopping baskets. Real life experiences are mirrored by using resources such as a microwave, stainless steel pots and pans in the outside kitchen. The use of loose parts such as wood slices, supported by projectors create an atmosphere of awe and wonder and promotes creativity and curiosity. Resources are organised and displayed attractively on low level shelving units, so they are easily accessible and extremely inviting to children.

Leaders ensure the large outside space, which is accessible directly from the downstairs playroom, offers a range of experiences for children. For example, an outside kitchen supports creativity and imaginative play. There is sufficient space for large equipment to promote physical play, such as ride along bikes. A wall and a large gate around the perimeter of the outside space, along with staff supervision offers security for children when they play.

Leadership and Management

Adequate

Leaders are committed to providing a quality service and respond positively to recommendations for improvement and work closely with staff, creating a positive ethos. There is a clear statement of purpose which provides parents with the relevant information enabling them to make an informed choice about the care of their child. Leaders have produced a range of policies, procedures and documentation, although a small number require reviewing to ensure they include all the required elements in line with regulations

and current practice. For example, the complaints policy does not detail all required timescales or how to raise a concern if a child's placement has been arranged by the Local Authority. The additional learning needs policy requires updating to reflect current guidance and the most recent legislation. Leaders do not ensure an appropriate contingency plan is in place to inform staff of the necessary steps to take when addressing staffing challenges. For example, when staff ratios are unable to be maintained due to staff lateness or identify which staff are responsible to take charge in the absence of the person in charge. Leaders ensure documentation, such as children's contracts are signed and exchanged with parents prior to the children starting at the setting. Agreements are sought from parents such as permission to administer emergency first aid.

Leaders are aware of their responsibilities to complete self-evaluation processes. They use various methods to seek the views of children, parents, staff and professionals. As part of this process leaders produce a report of their findings. However, the report is not clear as to how the views sought have informed the conclusions identified in the report or contributed to shaping the next steps.

Leaders understand their responsibilities to ensure staff are recruited safely. However, records viewed showed some staff suitability checks are received after the staff members' start date. For example, references. Leaders ensure all new staff undertake internal induction training. Staff are skilled, experienced and have completed required mandatory training such as paediatric first aid. Some staff have also completed additional training courses such as curriculum planning and Autism awareness training. Leaders have adopted a range of approaches when carrying out team meetings and supervisions and conduct meaningful annual appraisals. Records viewed show they are not always completed in a timely manner. Staff we spoke to were extremely happy working at the setting and feel well supported by leaders.

Leaders and staff have strong relationships with parents. They keep them well informed providing daily updates verbally and via the settings App. Parents we spoke to were highly complementary about what the setting provides, they told us they feel well informed regarding their children's experiences and shared how their children are extremely happy to attend.

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
25	The responsible individual must ensure all potential risks within the setting are identified and adequately addressed to ensure children's safety.	New
30	The responsible individual must ensure records such as incident, accident and medication records are completed accurately. Along with the accurate recording of children's attendance.	New

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
22	The responsible individual must ensure safeguarding matters are monitored appropriately and prompt action is taken to liaise with the Local Authority safeguarding team when the need arises to safeguard children in their care.	New

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 18 - Quality assurance	Ensure the voice of the children, parents, staff and professionals obtained through consultation processes are linked to the findings and identified next steps of the annual quality of care report.
Standard 14 - Organisation	Ensure operational plans detail the procedures to follow when experiencing staffing challenges i.e. staff sickness/lateness. To ensure ratios are always maintained and clearly identify which staff are responsible to take charge in the absence of the person in charge.
Standard 13 (Day Care) - Suitable Person	Ensure all suitability checks for new staff members are received prior to commencement of employment i.e. references.
Standard 13 (Day Care) - Suitable Person	Ensure all staff appraisals are carried out in a timely manner.
Standard 24 - Safety	Ensure fire drill records capture all the required details i.e. number of children and staff present, the time it took to evacuate the building and the time of the day the evacuation drill was undertaken.

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)
Review policies, procedures and documentation to ensure they are in line with regulations, current guidance and provide staff with clear instructions as to what is required of them.

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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Date Published 07/05/2024