



## Inspection Report

**The Green Giraffe Day Nursery**

**Unit 2  
Dunleavy Drive  
Cardiff  
CF11 0SR**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date Inspection Completed**

02/08/2022

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## About The Green Giraffe Day Nursery

|  |   |
|--|---|
| Type of care provided                                      | Children's Day Care<br>Full Day Care  |
| Registered Provider  | The Green Giraffe Day Nursery Ltd.  |
| Registered places  | 90  |
| Language of the service                                    | English   |
| Previous Care Inspectorate Wales inspection                | 22 August 2018  |
| Is this a Flying Start service?                            | No  |
| Does this service provide the Welsh Language active offer? | This is a service that is working towards providing an 'Active Offer'. 'The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture. |

|  |             |
|--|-------------|
| <a href="#"><u>Well-being</u></a>                | <b>Good</b> |
| <a href="#"><u>Care and Development</u></a>      | <b>Good</b> |
| <a href="#"><u>Environment</u></a>               | <b>Good</b> |
| <a href="#"><u>Leadership and Management</u></a> | <b>Good</b> |

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

## **Summary**

Children are happy and settle well. They have opportunities to develop independence and other skills through a wide range of activities. All children are able to engage in activities of their choosing and are free to develop their play independently and in collaboration with their peers. They are listened to, and their views are taken into account.

Staff are well qualified, professional and have a very good understanding of how to keep children safe and healthy. They are responsive and respect the children in their care and the decisions they make. Staff have a good understanding of children's individual needs and this helps to ensure that those needs are well met.

The environment is clean, spacious and well organised. Staff follow procedures to ensure the environment is safe and suitable. The outdoor play area is secure and provides children with opportunities for physical activities, but would benefit from improvement. The indoor environment is welcoming and bright. Resources are stored at low level enabling children to access them independently. Resources are of good quality and provided in suitable quantities.

Leadership and management of the service is effective. The management team has a clear vision for the service and shares this with staff. Managers support staff well, providing good development opportunities to keep their skills and knowledge up to date. However, recent staff changes have put a strain on the team. Formal staff supervision and appraisals are undertaken regularly. There are good policies, procedures and records in place. Parents are very complimentary and speak highly of the staff and the care their children receive.

## Well-being

Good

Children have choice, and a voice in this setting. They move freely around their play space, making choices and decisions about what they want to play with. They are well aware of their daily routines. Children are given good opportunity to express themselves and talk about the things that are important to them, such as what they have done at the weekend with their families. They join in enthusiastically with activities and are confident to express their opinions because they know care staff will listen to them. Children's non-verbal communication is also acknowledged, such as a baby crying to indicate they wanted their bib removed and to leave meal time, which a member of staff responded to promptly.

Children feel safe, happy and valued at the setting. They develop warm relationships with other children and staff. Children approach care staff spontaneously to seek reassurance or support and enjoy receiving praise and recognition for their efforts. We saw children laughing and smiling as staff joined in with their play. Children are also comfortable in the familiar routines and activities of the setting. In the baby room staff brought out the 'tap tap box' and all the children came to sit for the songs with only minimal encouragement needed from staff; they all really enjoyed it, were very well engaged for their age, and were clearly familiar with the activity.

Children co-operate, take turns and share, and they are developing sensitivity to the emotions of others. In the main, they demonstrate a good understanding of what is expected of them whilst they are at the setting. Children negotiate their play well and older children play co-operatively. Children enjoy the praise they receive for positive behaviour, and they interact well with staff and peers. They are developing a sense of right and wrong and are becoming self-disciplined.

Children are interested and excited in the play-based activities in which they engage. Children are active and curious. They are happy and confident to move between activities freely, but also sustain interest in activities of their choosing as well. Outdoors, we saw children enjoy a sand tray and a water tray that staff had brought out. The children engaged with filling, emptying, pouring, whilst a member of staff modelled this and provided relevant vocabulary. Children benefit from a good balance of organised and free-choice activities. They are all happy and engaged. All children we spoke to told us they enjoyed their time at the setting.

Children are encouraged to be very independent in the service. They can access most resources entirely freely because they are displayed for children attractively, allowing them to extend and develop their play themselves as they wish. We saw children happily playing independently of staff, who allowed them the space to explore and progress their own play.

## Care and Development

Good

Staff are effective in their roles. They are clear about their responsibilities and they have good knowledge of how to keep children safe and healthy. Meals provided are healthy and nutritious, and strong procedures are in place to safely manage food allergens. Staff provide access to physical exercise; time outdoors for play is scheduled every day. Staff know how to raise safeguarding concerns. They speak confidently about safeguarding procedures and know that managers will be responsive to any concerns they raise. There are procedures for recording the administering of medication, accidents, incidents and existing injuries. These have recently transferred to being completed on an app the setting uses. Managers monitor these monthly to identify any trends in accidents sustained at the nursery, and ways to minimise the risk of these happening again are recorded.

In the main, staff work well together to support and promote children's social behaviour. They are positive role models for children in their care, treating each other and children with respect and kindness. Staff care for children in a kind and nurturing way. They offer praise and encouragement to the children. However, we found that some boundaries could be strengthened to ensure that children are adequately respectful to staff and listen when they are being addressed. This lack of consistent boundaries contributed to some occasions where behaviour was not well managed and this impacted on children's experiences.

Staff provide a nurturing and caring environment in which children's play and well-being are well promoted. All staff have a relaxed, happy and caring nature when interacting with the children. The staff group are keen to ensure they are good facilitators of play and development; all staff undertake training in the Montessori Approach delivered by the setting's curriculum manager. There is an appropriate system for recording and identifying children's progress and next steps. Staff plan a good variety of activities, which follows the children's interests. This links with the Montessori approach which the setting follows. Children can also freely access the standard Montessori material provided as they wish. We heard some incidental Welsh spoken by staff. However, this was limited and not consistent across the nursery.

## Environment

Good

The environment is safe, secure and welcoming. Staff are vigilant and supervise children closely at all times. The ratios of staff to children meet or exceed those required by National Minimum Standards. Staff complete daily safety checks to identify, and where possible, eliminate any risks to children's safety. We did note that the external door in the Plum Tree room shuts very heavily, which could pose a significant risk to children. We fed this back to managers who confirmed it would be addressed. Registers record the times children arrive at and leave the premises. Managers keep records of all visitors to the setting. There are rigorous risk assessments in place for all areas of the setting. Records show all regular and routine maintenance checks for the building and appliances are in place. Regular fire drill practices are carried out to ensure staff and children are familiar with the emergency evacuation process.

The premises provides a rich and stimulating environment for children to play and learn. It is well maintained and in good decorative order. There are daily cleaning schedules in place, which leaders increased in response to the Covid-19 pandemic. Toilets are clean and provide children with suitable privacy. The outside play space is quite well utilised and we saw the children enjoy the resources made available to them outside. However, the garden itself is sparsely furnished, which means some opportunities for outdoor exploration are missed. Children have opportunities to be physically active, and we saw them playing with balls, running and jumping, and climbing on climbing frames. There are few examples of children's own work displayed in the playrooms, which would help them to feel valued and a part of the setting.

There is a wide range of good quality resources and the layout promotes children's independence. The setting follows the Montessori Approach, and therefore children access 'Prepared Environments', designed to facilitate and maximise independent exploration. Children are free to choose their activities in a calm and well-organised space. There are sufficient resources such as art and craft materials for children to have good variety and choice. Resources are stored at low level and in plain sight, allowing children to choose easily what they want to play with. Furniture is of suitable size and design for the age range of the children. We found that in the baby rooms, the Montessori style of prepared environments was particularly well suited to babies' independent exploration and that these room were of a very high standard.

## Leadership and Management

Good

Managers are skilled and experienced and overall, manage the service to a high standard. There is a clear vision for the setting, reflected in the statement of purpose. There are clear policies and procedures which reflect the setting and current practice. Staff work consistently in line with these to support the smooth running of the setting. Operational records contain the necessary information. Records of children's information are complete, except for an instance of incorrect wording in the permission 'to seek emergency medical care for a child', which must be corrected. Managers employ an appropriate number of suitably qualified and experienced staff to care for the children. Managers have high expectations of staff and support and challenge them to do their best.

Children and parents benefit from a service which is unwaveringly committed to improving outcomes for children. There is a comprehensive quality of care report detailing what the setting does well and an action plan of what they want to improve. Managers undertake this review annually as required, and take into account the views of children, parents, staff and outside agencies such as local authority advisory staff. Managers work hard to ensure that they deliver high quality care and the fact that they have not received any formal complaints reflects this.

In the main, managers are effective in overseeing staff, managing their time and prioritising activities responsively to ensure that children's needs are met in a timely manner. We observed most staff to be well organised and we saw that this allowed them to remain calm whilst delivering care. This calm and relaxed care environment has a positive impact on the children's mood and their interactions. However, we noted that in one room, a disproportionate number of new members of staff have been placed. We found that their unfamiliarity as a team, with the children and with the nursery processes impacted on children's experiences in that room. Staff confirmed they enjoy working at the setting. They feel supported, knowing they can approach managers for help or support if needed. Robust recruitment procedures ensure that suitable staff are employed to work with children. There is a system in place to keep track of mandatory training and staff benefit from both in-house and external training. Staff receive regular supervisions and appraisals to reflect on their practice along with job chats, where issues arising can be brought to the manager's attention before the next supervision meeting. Staff told us that they value these opportunities to meet regularly with managers.

Positive relationships with the community are valued at this setting. Staff told us that they value the relationships they have built with parents and are keen to ensure that parents feel they can approach them at any time. We spoke to parents who were very complimentary about the service and they were all confident to leave their children there. They all reported that staff are friendly and approachable.



## **Recommendations to meet with the National Minimum Standards**

- R1. Improve the inclusion of the Welsh language in children's experiences.
- R2. Review behaviour management strategies to ensure suitable boundaries are in place and they are applied consistently across the setting.
- R3. Enhance the furnishing and resourcing of the garden to further enrich children's experiences.
- R4. Ensure the external door in the Plum Tree room cannot close heavily on a child.
- R5. Ensure displays of children's own work are made available in each room of the nursery.
- R6. The wording of 'permission to seek emergency medical care for a child' must be corrected to reflect the National Minimum Standards and permission re-sought from parents/carers.
- R7. Ensure thorough oversight of the staff team as a whole, so that staff changes do not unduly affect certain rooms.

### Summary of Non-Compliance

| Status              | What each means   |
|---------------------|---|
| <b>New</b>          | This non-compliance was identified at this inspection.  |
| <b>Reviewed</b>     | 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. |
| <b>Not Achieved</b> | Compliance was tested at this inspection and was not achieved.  |
| <b>Achieved</b>     | 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 |
|-----|--|-----|

| Ratings          | What the ratings mean  |
|------------------|--|
| <b>Excellent</b> | 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. |
| <b>Good</b>      | 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.  |
| <b>Adequate</b>  | 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.  |
| <b>Poor</b>      | 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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