



Inspection Report

Sandy Feet Day Nursery

**Dew Road
Port Talbot
SA12 7HE**



Date Inspection Completed

11/08/2022

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About Sandy Feet Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Sandy Feet Day Nursery Limited
Registered places	27
Language of the service	English
Previous Care Inspectorate Wales inspection	8 January 2020
Is this a Flying Start service?	No.
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

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

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

Summary

Children are very happy at Sandy feet Day Nursery. They are settled and they are confident interacting with each other, staff and visitors. Children are able to make choices about what they want to do. They are forming good bonds of affection with staff and developing friendships with one another.

Staff are knowledgeable and qualified. They have a good understanding of how to keep children safe and how to promote their health and wellbeing. Staff consistently manage interactions and behaviour effectively. They plan activities to promote children's development and to encourage their natural curiosity in the world around them.

People who run the setting have effective systems in place to ensure the environment is safe and stimulating for children. They ensure that children have access to a good range of age-appropriate resources and equipment, both indoors and outdoors.

People who run the setting run an exceptionally well organised service. They meet and often exceed the regulations and the National Minimum Standards. They have outstanding systems in place for evaluating and improving their setting. People who run the setting successfully manage recruitment and staff well. They develop extremely positive partnerships with parents who are delighted with the care their children receive.

Children have worthwhile opportunities to make choices about their play and learning. They express themselves confidently and they know staff will listen to them and respond. For example, a child said to a staff member *"Please can you help me put this on?"* The member of staff replied, *"No problem, I can help you."*

Children are happy, express enthusiasm and enjoy their time at the setting. They have a good sense of belonging and know their routines well. Children cope well with separation as they have good bonds of affection with staff. For example, when a child felt upset, he immediately went over to a member of staff for a cuddle.

Children have positive interactions with each other and with staff. For example, several children asked a staff member if they could get help to get an activity ready. The staff member said, *"Yes of course,"* and they talked about what they needed to get.

Children are beginning to learn about taking turns and playing co-operatively together. For example, staff encourage the children to share the large construction blocks. When one of the children didn't want to share, the member of staff talked about having kind hands and playing together with our friends. Children enjoy playing; they are excited and animated, and they participate in self-led and adult-led activities for appropriate periods of time. Children share their excitement with each other and with staff. For example, the children were very excited to go on a bear hunt in the garden. Once they had found the bear, they went to tell another staff member all about their bear hunt.

Children enjoy a wide range of experiences and opportunities that are suitable for their ages and stages of development. Children share their play with staff and proudly show their achievements. Children know they will receive praise and reassurance when they do something well because they frequently seek their praise. For example, one child called out to a staff member when she was in the sand, *"Look what I have made now!"*

Care and Development

Good

Staff complete a variety of training courses frequently and are experienced and well qualified. Staff fully understand and consistently implement policies and procedures to keep children safe and promote healthy lifestyles. They confidently discuss safeguarding scenarios and follow the relevant policies and procedures. Staff maintain comprehensive records of children's individual needs relating to allergies and their symptoms and other dietary requirements. They follow cleaning routines and hand washing procedures thoroughly and they talk to the children about how it is important to look after themselves in the sun.

Staff are warm, attentive and positive role models to the children. They listen and respect the children's views. For example, when a child said that they didn't want to take part in a specific activity, a member of staff replied, *"It's ok if you don't feel like doing that today."* Staff understand the behaviour policy and consistently implement positive behaviour management strategies. For example, when a child climbed onto the top of a structure (not meant for climbing on), a member of staff gently but firmly discouraged the behaviour and explained the reason to the child; *"Let's not sit on there because we don't want you to fall down and hurt yourself, do we?"* Staff use praise to reinforce good behaviour, sharing words of support and encouragement with children; *"Good job!", "Da iawn!"* and *"That is amazing!"* They use distraction and re-direction techniques, such as intervening appropriately when there is a disagreement between the children. For example, staff suggested other small world resources that the children could use when there was conflict between them. The staff member then praised the children when they then resolved the disagreement and played co-operatively together; *"Well done, that is lovely playing together!"*

Staff have a thorough understanding of child development. They contribute ideas for activity planning that meet children's individual needs because they know the children well. Staff focus on developing and progressing each child's individual skills and abilities. They observe children to support their planning and to develop each child's understanding through developmentally appropriate questioning. For example, when a child asked, *"What is that noise?"* the staff member encouraged the child to think about what it could be first, by responding, *"What do you think it is?"* The child then thought about it and responded, *"I think it is a lawn mower like my dad has!"* The staff member then praised the child, *"Yes, I think you're right, well done!"* Staff plan purposefully to support children's understanding of the world around them. For example, we saw several areas in the setting dedicated to the Welsh language and culture.

Environment

Good

People who run the setting provide a welcoming and stimulating environment. They have excellent systems in place to ensure that everyone is aware of their responsibilities in relation to the safety and welfare of children. People who run the setting ensure that it is safe and secure. For example, they keep doors locked at all times and record details of visitors. People who run the setting ensure it is visually clean and there are extensive risk assessments in place. They conduct effective maintenance checks and identify and minimise any risks to children's safety well-being. For example, the heating, fire and electrical certificates were all up to date. People who run the setting carry out regular fire drills and record the details appropriately.

People who run the setting ensure that the premises are bright, clean and well maintained. The playrooms are light with colourful displays along with children's artwork on show. The indoor environment allows children the freedom to explore independently. The setting has a dedicated kitchen as well as areas where young children have the space to sleep and have quiet times. People who run the setting ensure they support children's independence and promote socialising by providing developmentally appropriate tables, chairs and highchairs. The toileting and nappy changing area provide for children's privacy and dignity. People who run the setting organise the setting well so that it provides a good range of play opportunities suitable for nearly all the age ranges.

People who run the setting ensure that the environment provides a good quality range of play opportunities suitable for all the age ranges cared for. For example, sensory activities, soft play, role play and messy play as well as quiet areas for reading. There are low level storage units which make it easy for children to access the resources independently. People who run the setting provide a variety of activities to promote children's curiosity about the wider society and they promote a well-equipped secure outdoor environment.

Leadership and Management

Excellent

People who run the setting have a strong vision for the service that they share with others. They have an extensive set of policies and procedures, that they review often and ensure they are fully implemented in practice. People who run the setting maintain and share an up-to-date, effective statement of purpose that accurately reflects the service provided and meets the National Minimum Standards. People who run the setting ensure that they consistently collect, record and monitor all of the required records and make improvements when necessary. For example, people who run the setting have implemented all of the recommendations from their previous inspection. They are committed to providing a high-quality service, through setting high expectations and inspiring and leading their team effectively.

People who run the setting have excellent processes when dealing with any concerns. They effectively reflect on their practice to make immediate improvements. People who run the setting ensure they support children to raise any concerns. For example, children have many opportunities to talk about anything that may be worrying them and there is a separate policy and record sheet in place to support children who want to share feedback with the staff. People who run the setting effectively implement meaningful self-evaluation. They regularly seek and actively implement the suggestions of children, their parents and carers and staff. They create an extensive quality of care report which highlights strengths, areas of improvement and an action plan to further develop the setting.

People who run the setting consistently follow timely and robust recruitment processes to safeguard children. They successfully implement an effective induction procedure for all staff, students and volunteers. Regular meaningful supervision and annual appraisals are integral to their practice and drive improvement. Staff told us that they feel well supported by management and that they are really happy in their work. People who run the setting acknowledge the importance of continuous professional development and model this to their staff. They deploy staff effectively to ensure they meet staffing ratios and children's individual needs.

People who run the setting ensure that all communication with parents is extremely effective. They have contracts and permissions in place and keep all the relevant information to meet children's individual needs. People who run the setting keep parents very well informed through an online app. Parents are very happy with the setting and feel that staff are always friendly and positive. People who run the setting have strong links with a wide range of professionals and they consistently respond positively to information and advice given to them to improve children's wellbeing and to identify any needs. They ensure that when there are concerns about a child's progress or development, there are clear procedures in place for sharing information and providing support. These are followed consistently, and children have benefited from action that has been taken.

Recommendations to meet with the National Minimum Standards

CIW did not issue any recommendations at this inspection.

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
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N/A	No non-compliance of this type was identified at this inspection	N/A
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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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