



Inspection Report

Little Ferns Day Nursery Ferndale

**Former Ferndale Infant School
North Road
Ferndale
CF43 4PS**



Date Inspection Completed

20/04/2023

About Little Ferns Day Nursery Ferndale

Type of care provided.	Children's Day Care Full Day Care
Registered Provider	The Fern Partnership
Registered places	42
Language of the service	English
Previous Care Inspectorate Wales inspection	This is the first inspection of setting
Is this a Flying Start service?	Yes
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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<u>Well-being</u>	Excellent
<u>Care and Development</u>	Excellent
<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 and enjoy their time at the setting. They have excellent opportunities for play and learning within an extremely nurturing environment. Children interact well and form close bonds with their peers and staff. They have many opportunities to develop skills for independence. They learn key skills through an extensive range of high quality experiences and play.

Staff are professional, well qualified and work seamlessly together as part of a team. They have a very good understanding of how to keep children safe and healthy. Staff plan a variety of interesting and fun activities, to support children's development. Staff keep good records of children's progress.

The environment is clean, welcoming, and well organised, with best use made of the space available. The outside area is a stimulating and safe area for children to play in the fresh air. There is an excellent selection of well-maintained and good quality resources both inside and outside. Staff follow procedures to ensure the environment is safe and suitable, completing risk assessments and daily checks consistently.

The leadership and management of the setting is strong. Leaders at this service are passionate and committed to providing flexible, high quality childcare for their local community and wider area. They have extremely thorough processes in place to ensure that staff are fully involved in working together to provide care for the children. There is a clear culture of continuous improvement. They are building strong partnerships with parents and other professionals for the benefit of the children.

Well-being

Excellent

Children have a strong voice at the setting. They have many opportunities to make choices and many express their wishes well. They decide what they would like to play with from a wide choice of toys and activities available. They can choose from options given regarding their care, such as whether they want to have their nappy changed, sleep and where they want to play. They are confident that their decisions will be listened to as they are cared for by staff who know them well and recognise their verbal and non-verbal cues.

Children are happy, relaxed, and confident. They develop strong attachments with staff in their base room and they are comfortable to approach familiar people when they need help or reassurance. Children feel secure by being familiar with the daily routines and confidently respond to directions from staff. They have close relationships with staff. For example, on numerous occasions children spontaneously approached staff for cuddles and babies held up their arms as they displayed signs of wanting a nap. Children playing alone, were content and were soon joined by other children and staff in their games. Children seek out staff members for comfort or to celebrate success and bonds of trust are evident.

Most children are successfully learning to control their own behaviour. They use good manners, respect each other, and share appropriately. We saw children enjoying snack and one child helped others to scrape their plates into the recycling bowl when they had finished. Children sat happily together and chatted to each other and staff at snack time. They listen to others talking about subjects that were important to them, for example what they were going to do on the weekend or their favourite food. On the rare occasion it is required, children respond positively to instruction, such as to slow down or to use kind hands.

Children have excellent opportunities to develop new skills with the play and learning experiences available. The children are curious and engaged learners who value the chance to explore the environment. The emphasis is on free play but there are also structured, adult led activities, which children participate in and enjoy. Children are very engaged in their chosen play throughout the setting. For example, joining in with a music and movement session or freely accessing wall activities in the baby room. Children really enjoy messy play. They need little encouragement to feel the foam and use their imagination to play with their penguin in the snow. Others enjoy building towers out of blocks, learning to balance them in a way to be steadier and laughing as they fall. Babies smile as they clap to music, learning to make sounds and rhythms.

Children are developing very well and have many opportunities to become independent. They are given time to do things with independence such as feeding themselves. They enjoy helping to tidy up and are becoming proficient in putting on aprons for messy play. Children use the water and personal hygiene stations to access drinks and wipe their own noses. Babies are becoming increasingly social and independent. They share positive facial

expressions with others and readily explore their playroom accessing toys they would like to play with.

Staff have a very good understanding of their roles within the setting. They are effective in keeping children safe and healthy because they confidently follow the setting's policies and procedures. These include sleep and nappy changing/toileting procedures. Staff are confident about their responsibilities in relation to child protection concerns and medical needs. They ensure that there are up to date, and detailed health-care plans in place for children who need them. Staff are aware of the updated Wales Safeguarding Procedures and the revised Additional Learning Needs legislation. They supervise children very well and implement safe hygiene procedures. Staff implement numerous schemes to keep children healthy. For example, Designed to Smile and the Healthy and Sustainable Pre-School Award. They provide healthy meals and snacks with free access to drinking water throughout the day. Staff support children to be physically active and this includes a very enthusiastic session of 'Busy Feet', which staff and children really enjoy. Staff complete regular fire drills with the children. They record accidents and incidents clearly and monitor them regularly to identify any trends, which need to be addressed.

Staff manage children's interactions effectively. They have a sound understanding of child development, and how it impacts on children's behaviour. There is a clear behaviour management policy in place. Staff implement the policy well, always using positive language and giving plenty of praise at every opportunity, enhancing children's well-being. They provide clear, simple directions, and encourage kind behaviour such as 'kind hands' and 'walking feet'. They implement consistent and positive behaviour management strategies in a calm and patient manner. Staff are nurturing and act as good role models. For example, using good manners, apologising if anything negative occurs and listening to other staff. They encourage children to be kind to each other, to help tidy up, and they sit with them for their snacks to promote their social skills.

Staff are motivated, well qualified and keen to effectively promote children's development. They know the children's individual needs very well. They monitor children's progress effectively, carrying out regular observations and using developmental progress tracking systems well. They communicate with each other consistently and are aware of their individual roles in delivering nurturing, responsive care. Staff attend to children's personal needs promptly and discretely. They treat children with respect and value them as individuals. They plan a very good range of interesting activities and are aware of the changes to the curriculum in Wales. Staff have undertaken many training courses, which allows them to support the children confidently. Staff kneel to the children's level and use calm voices to guide them. They regularly use the Welsh language during activities and children engage well with this.

Environment

Good

Leaders ensure that the environment is safe and secure for children. Access is gained through a secure keypad system and records evidenced that visitors are expected to sign

into the service. Risk assessments have been produced and effectively identify nearly all safety issues that need to be considered. Leaders have further reviewed risk assessments to include matters such as stacking chairs in the playroom and storage of children's personal belongings in the bathroom. Staff complete daily safety checklists to ensure that they identify and seek to address any issues that arise on a day-to-day basis. Safety equipment such as finger guards on doors and gate to kitchen area are in place. Leaders ensure that the premises are well maintained, with the required electrical, gas and electrical systems checks carried out in line with their manufacturer's recommendations.

Leaders ensure that the premises have been adapted well to provide facilities for the effective care of children. They have good toilet and nappy changing facilities that are easily accessible for children. Leaders ensure that sleep facilities are appropriate and have further considered how sleeping children are supervised. Staff ensure that the indoor space provides interesting areas for children to explore and take part in an excellent range of activities. Leaders have designed the outside areas, so they are directly accessible from both playrooms, enabling children to play and explore freely.

Leaders ensure that resources and equipment are plentiful and of excellent quality. They are clean and very well maintained. Staff ensure that equipment such as tables and chairs are of a suitable size and design and can be adapted for different heights. Children have free access to numerous interesting indoor activities which are set up so they can access them easily. Staff use natural and real life resources effectively, supporting children to use their curiosity and imagination. There are many resources that reflect a diverse society and Welsh materials are readily available including dolls, books, and puzzles.

Leadership and Management

Excellent

Leaders have a clear vision for the service, which is shared effectively with staff and parents. Leadership of the service is excellent. There is a Statement of Purpose that provides an accurate picture of the service. Leaders ensure that clear and useful policies and procedures are in place and are reviewed regularly. Children's contracts contain all the required information, and these are completed prior to children starting. Staff complete daily records such as registers, accidents, existing injuries, and incidents well. Leaders ensure that systems such as safeguarding, and health and safety matters are embedded, and they maintain effective oversight of any emerging issues that may need to be considered further.

Leaders ensure that a robust process is in place to review the quality of the setting on an annual basis. They ensure that all relevant parties have good opportunities to contribute to an effective self-evaluation process and create a culture of continuous improvement. For example, they review activities and consider children's responses to activities and whether they needed to be changed. Leaders set high expectations of themselves and staff. They submit a Self-Assessment of Service Statement (SASS) to CIW appropriately. This includes a comprehensive report of their quality of care review, including their plans for future improvements. There is a clear policy for responding to complaints and leaders told us that they respond positively to any concerns or complaints raised.

Leaders manage staff well and provide them with good support. They implement robust recruitment procedures and records evidence that all staff have current Disclosure and Barring Service (DBS) checks. We looked at three staff files and checklists and found that the required information was present. Leaders are reviewing how electronic documentation is kept ensuring the staff files reference where to find some information easily. Nearly all staff are suitably qualified or working towards a qualification. They have access to appropriate training such as paediatric first aid, food hygiene and safeguarding. They work seamlessly as a team. Staff supervision takes place regularly and there is a system for annual appraisal when individual targets are reviewed and set for the following year. Staff told us they had received a good induction and feel supported by leaders at the setting. Leaders outlined how they support staff well-being, including achieving the Small Healthy Workplace Award.

Leaders have formed effective partnerships to support them to provide a child centred setting, that strives to meet children's individual needs effectively. They provide comprehensive information to parents when they enrol their child and information is displayed on notice boards in the entrance lobby. They usually use an electronic system to communicate daily information with parents. This had recently ceased to work, and they had reverted to using hard copies of daily diaries while waiting to implement a new

electronic system. The leader told us that they have strong links with local schools and the local authority, including health visitors and the speech and language service. The setting provides places for the Flying Start service.

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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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)
Ensure risk assessments are reviewed to include sleep facilities, open external doors and stacked chairs in the over 2s room.

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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