



## Inspection Report

**Forge Fach Day Nursery**

**Forge Fach Resource Centre  
Hebron Road  
Clydach  
Swansea  
SA6 5EJ**



**Date Inspection Completed**

18/11/2022

**Welsh Government © Crown copyright 2022.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

## About Forge Fach Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Rowena Bent
Registered places	24
Language of the service	English
Previous Care Inspectorate Wales inspection	16 February 2018
Is this a Flying Start service?	<a href="#">Manual Insert]</a> No
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.

<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 confident and enjoy their time at Forge Fach. They feel settled and safe and are developing good relationships and friendships. Children have good choices and have opportunities to be independent and make decisions about what they wish to do.

Staff understand and implement policies and procedures to promote healthy lifestyles, physical activities and keep children safe. They are kind and caring towards children and provide positive interactions to ensure children feel happy and valued. Staff are knowledgeable and plan for children's learning and development.

The environment is welcoming, safe and very well maintained. Equipment and resources are of good quality, clean and accessible to children. People who run the setting identify and remove risks and ensure that thorough safety measures create a secure environment indoors and outdoors.

People who run the setting manage a well organised service and are committed to ongoing improvements. They have an innovative vision which they share with staff and parents. People who run the setting comply with regulations and exceed the National Minimum Standards. They value their staff and provide robust induction processes, ensuring continuous training. Parents speak highly of the care and experiences their children receive at the setting and partnerships with local schools are strong.

## Well-being

Good

Children are confident to communicate their wishes and they have good opportunities to make choices and decisions with their opinions and interests being valued. Children help themselves to cups of water or milk from stations which are placed on low tables. Children enjoy the opportunity to choose and help themselves. They move freely around the playrooms and have access to all resources which are displayed at their height.

Children are happy and comfortable in their environment. The consistent daily routine enables children to settle quickly, and they cope with separation well. Children feel secure with the familiar events of the day such as nappy changing, handwashing and meals and look comfortable and confident as they follow these routines.

Interactions between children and adults are consistently good. Children cooperate and engage well with their peers, being interested and supportive of each other's needs. They are active and express enthusiasm and enjoyment. For example, whilst waiting for toast during morning snack, the children became excited shouting '*Toast!*' '*Toast!*' Children have a sense of belonging and have formed relationships with peers and practitioners. For example, during an activity, the doorbell rang, and the children became enthusiastic to find out who was at the door, having fun by naming children who they thought would be arriving. Bonds of affection and attachment are evident, and we saw staff covering base rooms over lunch breaks or nappy changing routines and children were excited to see and spend time with staff who were covering.

Children express enthusiasm and enjoyment in their play and learning and enjoy a good range of stimulating play opportunities indoors. Children initiate their own play. For example, in the mark making corner, they independently used a trolley with pencils, pens, syringes and chinks to mark different materials. Children are engaged and active during story times, as they try and finish story rhymes whilst being read to aloud. Children are comfortable with visitors, and we saw a child in the under 2s indicating that we weren't hopping to the song and came over to get us to stand up and join in. Children have the freedom to explore their base rooms. They are confident to choose their own interests such as blocks, rolling balls and cars. Children take part in activities and are eager to show or talk about what they have been doing. As it was Children in Need Day, the children were excited to show how they had dressed up and independently chose to colour Pudsey pictures with finger paints, or crayons. Through taking part, this resulted in good feelings of achievement and high self-esteem. They were eager to show other staff who entered the room, what they had been doing.

Outdoors, children move around freely and with confidence and only ask for support when they have persevered long enough for example, to reach the top of the slide. Children have good opportunities to develop their independence and problem-solving skills. For example, they adapted an activity during a play session. Children are independent in their use of the toilet and enjoy the independence of washing and drying their hands with paper towels. At snack times, children help themselves to toast and the water station is available throughout the day offering further opportunities to develop their independence.

## Care and Development

Good

Staff understand and implement policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. The people who run the setting told us they had completed the national healthy preschool scheme again and eager to resume the toothbrushing scheme but awaiting refresher training. They identify and actively manage risks and children receive consistent responses and support. Staff responded confidently to safeguarding scenarios, showed very good understanding of procedures and know their responsibilities to protect children, document concerns and follow referral processes. We saw robust cleaning routines throughout the day. For example, tables are sprayed before snack and lunch times. Handwashing and hygiene practices are implemented carefully. Staff wear aprons during snack and lunch times. The designated nappy changing room is fitted with suitable changing equipment. Staff follow the setting's effective procedures, and all changes are logged and added to individual children's records. Children with additional needs are carefully catered for and information is documented and stored confidentially. Staff are knowledgeable and aware of their responsibilities to deal with allergies, with information clearly displayed in base rooms. We saw how children with specific medical ailments are managed. For example, how care plans for diabetic children are implemented and how all staff have received specific training.

Interactions between staff and children are consistent throughout the day, demonstrating warmth, kindness and praise. Staff are respectful towards each other and communicate consistently, showing support and collaboration. For example, staff communicated with each other when a child arrived, passing information on, *'they may be sleepy during the day but no high temperature.'* This was relayed to different staff as they returned from different duties, within the setting demonstrating safe and good practice. Staff are sensitive to the needs and experiences of children and are responsive to levels of support linked to individual children. For example, whilst waiting for morning snack, a child could smell the toast and became impatient, to which staff said, *'It's coming my darling'*. We saw further evidence of strong interaction and care. For example, whilst children filled cups with water from the water fountain, staff said, *'Good job for trying – give me a high five'*. One child responded, *'It's in my shoe!'* Staff responded softly, *'Did it go into your shoe? Oh, never mind – let's have a look to see if your sock is wet. Oh yes – we need to get some spare socks'*. Staff have good knowledge and understanding of child development and are good role models. In the under 2s room, we saw a phonics session, where staff sat on the floor with the children and were cheerful and enthusiastic. Children responded with smiles and laughter. Staff consistently use incidental Welsh and sing a range of Welsh songs, which children respond to and join in.

All staff know children well, communicate openly and support each other. Even those who have not been in employment long are able to explain very detailed information about children and their routines. Staff have a very good understanding of children's rights and diversity and are committed to providing a range of play and learning activities which are age appropriate. They are aware of children's development and there was clear evidence of careful observations in children's individual files.

## Environment

Good

The people who run the setting have effective measures and policies in place to ensure that everyone understands their responsibilities in relation to the safety and welfare of children. The environment is safe and secure, both indoors and outdoors. The setting is welcoming and homely with clear hygiene practices in place. The environment is very well maintained with good heating and ventilation with large windows and double doors, which allow natural light throughout the day.

There are clear entrance and exit points. Fire escape routes lead to clear meeting points, which are communicated to visitors upon arrival at the setting. Fire drills and evacuation processes are all practiced effectively. As the service is located within a community centre, the centre's monthly fire drill is also practised. All fire equipment is serviced and located in appropriate places. Other environment and building safety checks are complete and documented correctly. The setting's main reception area offers a display of policies, procedures, valid certificates, a menu, and safeguarding literature. A fitted intercom system ensures additional security. The people who run the setting have very good infection control practices in place which minimise any risks to children's health and safety, and these are displayed and shared with parents. Hand sanitisers are located at points around the setting. Staff and children's registers are completed throughout the day and the visitors book is in place, ensuring the safety of everyone whilst on the premises.

The people who run the setting ensure the environment has a very good indoor play space, enabling children to move freely. They also ensure the outdoor space is used as often as possible. The people who run the setting have a file of comprehensive risk assessments in place for several activities and areas as well as daily/weekly risks assessments. There is a fully equipped kitchen on site, where snacks and meals are prepared, and the setting is registered with the Food Standards Agency. Children are always supervised, and practitioners understand levels of risk and act on these accordingly. Detailed clip board files in each of the base rooms include a range of regulatory requirements and are updated throughout the day by all staff. For example, children's meals and nappy changes are documented, as well as daily checks for different aspects of safety, both in and out of the setting. During our visit, staff explained confidently that they were about to carry out a safety check of the outdoors before an outdoor session began. Following this assessment, staff then explained that they were signing the Garden Safety Daily/Weekly log which was included in the clip file.

The people who run the setting work hard to consider the learning corners in each of the play spaces and ensure that the resources and opportunities for play are of a very good standard. On the day of our visit, we saw that some resources were being updated, ensuring that items are risk assessed and appropriate for age and stage of development. Outdoors, there are further additional resources such as water play and climbing equipment which encourage physical play.

## Leadership and Management

Good

The people who run the setting have an innovative vision for the service. They maintain and share an up-to date, comprehensive statement of purpose which accurately reflects the service. The policies and procedures exceed the National Minimum Standards, being reviewed annually or, as and when required. The people who run the setting are knowledgeable and fully comply with all the regulations, consistently ensuring that requirements are met, documenting these in an organised and confidential way. We saw staff and children's files, accident, incident, and medication files and found these to be in order and up to date. All documentation relating to the transportation of children for school pickups are in order and kept confidentially on the premises. The service's vehicle is fitted with age-appropriate safety seats.

The people who run the setting have recently distributed questionnaires and collated the views of practitioners, children, and parents in preparation for their next self-evaluation report. They work hard to maintain and improve their service of care through listening carefully to what people and children say. The aims outlined in the last quality of care report have all been met, demonstrating commitment to continuous improvement.

The management of staff during lunch breaks and school runs are planned and implemented effectively, ensuring staff ratios are in line with the National Minimum Standards. We saw the induction process in practice as a new staff member was being inducted on the day of our visit. It was noted that the new staff member was a returning staff member, but was repeating the induction process, demonstrating their diligence in keeping all staff up to date with the setting's ethos and daily practice. The people who run the setting told us that staff training has been challenging during the last two years, but that they ensure that staff are provided with the soonest possible training opportunities, with dates being noted on the front covers of staff files. Staff told us about monthly staff meetings and praised the additional opportunities that these bring as locations are alternated with its sister service to ensure that teams of staff can share experiences and learn from wider discussions. Staff appraisals and supervisions are all in place and staff commented how they benefit from these. Staff are happy to offer information about daily routines, responsibilities, safeguarding and supervisions and complimentary of the support they receive.

We spoke with families who said that staff are happy and approachable and that their children are settled and often don't want to leave. Parents praised the team for their continuous support. The people who run the setting told us that they are proud of the strong partnerships that have been built with parents and the benefits of team partnerships across Forge Fach and its other service in terms of sharing expertise, staff strengths, a backup and boosting staff morale. They told us that they had distributed a memo to parents following the Pandemic, acknowledging the commitment of the team to ensure that the highest level of care was delivered throughout this time. Strong and successful links have been established with local schools, where pickups take place. As a community-based service, its facilities at the location such as carparking, security and the outdoors are both accessible and convenient enabling parents to be able to rely fully on the service.



## Recommendations to meet with the National Minimum Standards

There are no recommendations.

### 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.

**Date Published 01/02/2023**