



Inspection Report

Noah`s Ark Nursery

**Noahs Ark
Tabernacle Lane
Narberth
SA67 7DE**



Date Inspection Completed

28/06/2022

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
You must reproduce our material accurately and not use it in a misleading context.

About Noah`s Ark Nursery

Type of care provided	Children`s Day Care Full Day Care
Registered Provider	Noah`s Ark Nursery (Pembrokeshire) Ltd
Registered places	67
Language of the service	English
Previous Care Inspectorate Wales inspection	29 June 2018
Is this a Flying Start service?	No
Does this service provide the Welsh Language 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.

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

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

Summary

Children are happy and settled at this nursery. They make friends and interact well with adults. They enjoy the play activities that are available to them.

Staff work effectively with parents to meet children's needs and they have a basic understanding of how to keep children safe and healthy. There is a strength in the strategies put in place to support individual children's behaviour. However, staff interactions with children are not consistently good and planning for children's progress is not fully effective.

The environment is not fully suitable, and we have issued a priority action notice in relation to health and safety. The responsible individual took prompt action to address immediate issues. The environment provides some resources and play areas which support children's development and well-being. However, the people who run the setting do not effectively plan the environment to support children's independence.

Leadership is not fully effective. The people who run the setting do not ensure that all the policies are implemented appropriately. We have issued a priority action notice in relation to safeguarding children. The responsible individual took prompt action to address immediate issues. Staff feel well supported and parents are very satisfied with the care provided at the nursery.

Well-being**Good**

Children feel safe and valued because they form positive attachments with the staff and with their peers. Children smile, laugh and chat with their friends and with adults. Older children happily chat to staff about their interests and plans. Children have regular opportunities to talk about their feelings and they understand the nursery routines and expectations for behaviour. For example, children lined up to wash their hands and they had the opportunity to identify the reasons why they were feeling happy or sad during circle time. A group of children also spontaneously told us how they were feeling, and why, during their play.

Children are confident that they are listened to when they express their immediate needs and wishes. Younger children receive appropriate responses when they communicate verbally or non-verbally. Older children know who to speak to if they are not happy about something. For example, when a child said they were missing a parent, a member of staff gave them reassurance and offered them a cuddle.

Children enjoy their play and learning. They have good opportunities for choosing their own play activities and show excitement and enthusiasm. Children of all ages are very engaged in the activities of their choice for an appropriate length of time. For example, a group of children were engrossed in an activity to construct a 'road' with wooden pieces and older children talked to us enthusiastically about the activities they enjoy after school, such as football and hide and seek.

Children have some opportunities to practise their individual skills and independence. For example, they tidied their toys away and they wiped their own faces. However, there are also missed opportunities for them to do things for themselves. For example, younger children did not have the opportunity to wash their hands independently, pour their own drinks or clear their dishes away. The responsible individual told us that they can do this more during 'playgroup' sessions which operate on four days of the week.

Care and Development

Adequate

Staff have a basic understanding of how to keep children safe and healthy. All staff complete online safeguarding training, and they understand their responsibility to report concerns to the people who run the setting. They understand the children's individual medical and dietary needs and this information is readily available to ensure that children are kept appropriately safe. Staff follow appropriate hygiene practices. They promote a healthy lifestyle by offering a varied menu of meals and snacks, which the responsible individual assured us was prepared in line with the Healthy Pre-schools Scheme. They also provide easy access for older children to help themselves to drinking water but this is not consistent for younger children. Staff appropriately supervise children but they do not always identify health and safety hazards.

Staff work effectively with parents to support children's behaviour. They ensure that the children are aware of the rules at the nursery, and older children contribute to setting the rules. There is a positive behaviour management policy in place and staff follow this effectively most of the time. Staff verbally praise children and give stickers to reinforce good behaviour. Staff put in place effective individual plans, where needed, to support children's individual behaviour and we saw positive strategies being implemented consistently for these children. However, staff are not always good role models and there were instances where staff did not comply with the nursery's policies.

Overall, staff appropriately support children's play, learning and development. The majority of staff have appropriate qualifications in childcare or in playwork, and other members of staff are working towards these qualifications. Staff assess children on a regular basis and they share their observations with parents. They plan activities at a basic level, not always ensuring that they plan for children to fully develop their skills. The responsible individual told us that she and the staff were in the process of updating and improving their planning processes. Staff provide good one-to-one support for children, where needed, and parents we spoke to were very happy with the one-to-one provision and the positive impact on their children's development.

Overall, staff interact appropriately with children to develop their play and learning. There is some effective support to develop children's language and thinking skills, such as when a member of staff was engaged in role-play with children and talked with them about what they would need for the 'holiday'. However, the staff interactions with children and the support for skills development was not consistent. For example, a member of staff gave young children wet-wipes and did not make eye contact with them or encourage them to speak. Staff use some Welsh with the children, such as when singing and giving praise. The responsible individual identified this as an area for future improvement.

Environment**Poor**

The people who run the setting do not ensure that the environment is fully safe. They do not ensure that risks to children's safety are always removed or reduced, and we have issued a priority action notice in relation to this. The responsible individual must take immediate action to address this issue. The responsible individual takes some action to maintain safety of the environment. For example, there was a record of an annual gas safety check and an external party had completed a review on the fire risk measures. However, schedules and policies are not always followed as intended. There was a cleaning schedule in place and staff ensured that toys were washed regularly after use, but we also noted that some equipment, including two baby bouncers and a cot looked grubby.

The people who run the service provide an environment that meets the children's needs in some areas. They provide a sleep room for younger children which allows them a quiet space to sleep. This room is monitored to ensure it is a suitable temperature, but it is cluttered and also used for storage. The people who run the setting also provide well-resourced sensory rooms in both the upstairs and downstairs environment, which allow the children a quiet space in which to relax. They provide the children with the opportunity to play in the outdoors in the small play area which is appropriately resourced.

The people who run the setting do not always make best use of the space available in the nursery. Children were all cared for in the upstairs part of the nursery, for most of our visit, with the downstairs only used for a short time. Although the responsible individual confirmed that there was adequate space available for the children upstairs, children were often cared for in a limited part of this space. Younger children slept in baby bouncers in two of the play areas which also limited the freedom for other children to play. There were appropriate displays in the environment with some Welsh language used.

The environment does not adequately promote independence. The people who run the setting do not ensure that the layout, equipment and resources support children to do things for themselves and explore freely. For example, younger children need an adult's help to press the soap dispenser and they cannot reach the paper towels. They also do not have much space to allow them to clear away their own dishes and rubbish after mealtimes. During our visit, older children were able to help themselves to water from a dispenser, but younger children could not reach the water jug which was stored at a height above their heads. There is some appropriate labelling of resources for the after-school group which children had made themselves. However, the resources for younger children are not labelled and they are not always stored appropriately. When a group of younger children played in the downstairs area, they accessed toys which were within their reach at ground level but were not suitable for them. A member of staff told them that those were for after-school children.

Leadership and Management**Poor**

Leadership is not fully effective. The responsible individual writes a range of policies and has a system in place to review these regularly and to share them with staff and parents. She has adapted policies and procedures to comply with guidance during the Coronavirus pandemic. However, there is not a robust system to ensure that all policies and procedures are implemented consistently. The safeguarding policy was not implemented appropriately, and we have issued a priority action notice in relation to this. The responsible individual must take immediate action to address this issue. We also saw that the staff did not always adhere to the staff conduct policy, behaviour policy and procedures for recording fire drills.

There is a basic system for reviewing the service on an annual basis. The people who run the setting have addressed many of the recommendations of the previous CIW inspection report. They seek the views of parents, staff and children as part of their reviews and produce a basic action plan but they do not identify clear timescales or a range of targets. The responsible individual told us that the main focus at the nursery had been ensuring adherence to guidance during the pandemic to keep children safe. She had been able to make some small improvements such as reintroducing open days and face to face meetings with parents in the nursery. The responsible individual told us that she is not always able to ensure that there is a supernumerary person in charge or meet the minimum standard for 80% of the staff working with children to be qualified. However, she is taking action to rectify this by supporting all unqualified staff to complete a suitable qualification.

The people who run the setting do not ensure that all records are kept in line with regulations. They keep the appropriate records in some areas, such as records related to children's personal details and staff suitability. However, the records of children's and staff's attendance were not complete. We have identified this as an area for improvement and we expect the responsible individual to take action.

There is an appropriate system in place for staff recruitment, induction and regular appraisal and supervision meetings. The people who run the setting ensure that staff have regular opportunities to attend applicable training and to set targets for improvement. Staff feel well supported in their roles.

The people who run the setting maintain positive partnerships with parents. Parents told us that they are very happy with the communication they receive about the setting and the care that is provided to their children. The people who run the setting are in the process of re-establishing links in the community which they were not able to maintain due to the restrictions of the pandemic period.

Recommendations to meet with the National Minimum Standards

R1 Improve access to drinking water for younger children.

R2 Offer more opportunities for children to develop their independence and make changes in the environment to support this.

R3 Ensure that the appropriate ratio of qualified staff are working with the children and that there is a supernumerary person in charge at the nursery at all times.

R4 Improve consistency of staff interactions with children and ensure that all staff comply with the nursery's policies and procedures.

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 and staff do not identify hazards in the nursery or take sufficient action to reduce or eliminate all risks to children. Ensure that there is a robust system in place to identify hazards and reduce or eliminate risks to children.	New
22	The responsible individual does not ensure that children are appropriately safeguarded. Ensure that there are robust systems in place to ensure that children are safeguarded at all times and prompt referrals are made to the local authority where necessary.	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
30	The responsible individual does not ensure that they keep an accurate record of the hours of children's and staff members' attendance. Ensure there is an accurate record of children's attendance and the staff who are caring for them at all times.	New
15 (1) (c)	SOP not fully in line with regulation	Achieved

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.

Date Published 05/08/2022