



Inspection Report

Georgie Porgie`s Tir Morfa

**Tir Morfa School
Marine Drive
Sandfields
Port Talbot
SA12 7NN**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

13/01/2022

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About Georgie Porgie`s Tir Morfa

Type of care provided	Children's Day Care Full Day Care
Registered Person	Gemma Williams Caralyn George
Registered places	50
Language of the service	Both
Previous Care Inspectorate Wales inspection	19.05.2017
Is this a Flying Start service?	Yes
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>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children have a good voice. Most children are happy, relaxed, and confident. Children show positive interactions. They enjoy the activities on offer. The majority of children show good independence skills.

Care staff fully understand and consistently implement policies and procedures to promote healthy lifestyles and personal safety. They fully understand the behaviour policy and consistently implement positive behaviour strategies. Care staff have a good knowledge and understanding of children's developmental needs.

People who run the setting have effective measures in place to ensure that everyone understands their responsibilities in relation to welfare and safety of children. The environment is safe, secure and well maintained both indoors and outdoors. People who run the setting suitably organise the resources and toys.

People who run the setting are organised. They follow a timely and robust recruitment process. The self-evaluation and operational plan is purposeful and implemented. Partnerships are good.

Children have a good voice and make personal choices. Nearly all children decide what they want to play with from the activities on offer. Younger children choose from a good range of developmentally appropriate play and resources. This promotes their all-round development, enabling them to follow their own interests with confidence. For example, children enjoy sensory play with balloons and others develop gross motor skills on the steps. Children feel they are listened to. For example, during lunchtime, children choose to sit with friends, and those who want more food receive extra pasta and milk on request.

Most children are happy, relaxed, and confident. They have close relationships with care staff. For example, during free play, children approach staff with ease and ask, "*Can I do some painting now?*" Younger children form positive emotional attachments with staff. They reached out for hugs as they said goodbye at home time. Older children are happy arriving from school and are keen to share what they have learnt. Nearly all children respond positively to praise by smiling and cheering when staff told them they had balanced well on the balancing boards.

Most children show positive interactions. They interact well. For example, two children play well together, encouraging each other to use their feet on the 'see-saw' to make it swing. Children's behaviours are consistently good. They happily swap cars and tricycles during outdoor play and listen when asked to tidy up.

Children enjoy the activities on offer. They enthusiastically sing songs at home time, for example, they sang 'Hwyl fawr ffrindiau' ('Goodbye friends') in Welsh using hand movements. Children are excited during play and have opportunities to do things for themselves. For example, some children choose focused activities and others develop their skills in imaginative role-play. They independently use utensils and natural resources in the mud kitchen. Children enjoy building towers of blocks and listen to stories read to them for a sustained period.

The majority of children show good independence skills. For example, at lunchtime, they eat with forks and confidently ask for their preferred foods. Older children pour milk and water for themselves, whilst some ask for support from care staff. Younger children are becoming increasingly social and independent. They freely explore their play environment indoors and outdoors with confidence. Children who arrive at the nursery from a nearby school place their coats and bags on their pegs and instinctively wash their hands ready for lunch.

Care staff fully understand and consistently implement policies and procedures to promote healthy lifestyles and personal safety. They follow and implement robust cleaning routines and risk assess the areas accessible to children on a daily basis. Care staff keep all areas clean and sanitise all areas before and after meals. Care staff preparing meals for children wear the appropriate personal protective equipment (PPE) and food hygiene certificates are in date. Care staff understand and implement the Welsh Government's best practice food and nutrition guidance for childcare settings by providing a good nutritionally balanced menu for children. They ensure children's allergies, intolerances and preferences of children are identified, displayed and acted upon. Relevant records of accidents, existing injuries, incidents and medication are signed and dated. Care staff understand their responsibilities to protect children. They responded well to questions in relation to potential safeguarding and child protection scenarios. Care staff robustly supervise children at all times.

Care staff fully understand the behaviour policy and consistently implement positive behaviour strategies. They praise children for pouring their own milk, and for sharing and taking turns on the slide and bikes outdoors. Care staff promote positive behaviour strategies. For example, when children had a disagreement about a jigsaw puzzle, care staff discussed the puzzle calmly and praised them for working well together. Care staff show caring and nurturing interactions with children. For example, they give cuddles to children who want cuddles spontaneously. Care staff are consistently responsive. They happily respond to children's needs promptly and effectively during play, meal times and whilst responding to their personal needs.

Care staff have a good knowledge and understanding of children's developmental needs. They make observations and assessments of children's work and progress. Care staff follow children's interests and use previous observations and assessments to produce next steps goals for children. They use a speech and language assessment tool to further develop children's language development. Care staff develop language and mathematical development through planning of themes, songs and stories during circle time. They sing Welsh and English songs and encourage children to count in Welsh. Care staff encourage recognition of colours, names of animals, counting and phrases during circle time and question children about their knowledge bilingually.

People who run the setting have effective measures in place to ensure that everyone understands their responsibilities in relation to welfare and safety of children. The setting is secure and safe for children. The environment is safe, secure and well maintained indoors and outdoors. People who run this setting have effectively organised consistent cleaning routines that reflect good infection control practices. They regularly update robust risk assessments and maintenance records are current and complete. Both entrances to the nursery areas are securely locked and a security system is in place for care staff to access the areas. There are records of people who visit the service in both areas of the setting. Those who run the setting organise and record regular fire drills, however these are inconsistent and details of fire drills are minimal.

The premises is welcoming and there are displays of children's work shown in some areas. All toilets and changing facilities are accessible, clean and provides for children's age, as well as their privacy and dignity. Furniture and equipment are suitable for the children's ages and stages of development. There is a good space for children to explore and move around indoors and outdoors.

People who run the setting suitably organise the resources and toys. They provide sufficient resources for the ages of the children cared for, which promote personal and social development, language, mathematical, imaginative and physical skills. Children have access to puzzles, creative resources, books, construction play, role-play resources and small world opportunities indoors. There are good outdoor spaces with a canopy in one area. Learning opportunities include a mud kitchen, sand play, bikes, cars, balls, construction and gardening opportunities. English and Welsh vocabulary is displayed and bilingual books on offer in reading areas. People who run the setting ensure that there are themes and resources that promote different cultures and diversity.

Leadership and Management

Good

People who run the setting are organised. They consistently review and share their policies, procedures and statement of purpose, which comply with regulations and meets National Minimum Standards (NMS). People who run the setting manage care staff and ensure that they are deployed in an organised way, so that staffing ratios and children's needs are met. All regulatory records and insurances are in place.

People who run the setting follow a timely and robust recruitment process followed by a robust induction period. They conduct regular supervisions and appraisals and identify training needs. People who run the setting ensure nearly all care staff have completed up to date mandatory training. They are aware of prevent duty in relation to radicalisation and terrorism activity. However, not all care staff have completed the prevent duty training. People running the setting engage well with Care Inspectorate Wales (CIW) and a notification of recent staffing changes was completed during the course of the inspection.

The self-evaluation and operational plan is purposeful and implemented. People who run the setting consider the views of children, parents, care staff and other outside agencies to create future goals for the setting. People who run the setting appropriately follow and take into account any issues that arise, and respond to them in detail with professionalism and dignity.

Partnerships are good. People running the setting provide information to parents in relation to changes to the service, activities, funding fund raising. This is done through newsletters and messages through a social media webpage. They feedback to parents orally and focus on children's needs, moods and preferences and some parents choose to have a paper copy of the information. Parents are very happy with the setting's daily care and development of their children. They feel the children's needs are being met and they feel that their children are very happy going to the setting.

Recommendations to meet with the National Minimum Standards

R1. Ensure fire drills are detailed and consistent in both areas of the nursery; that nearly all children are familiar with the fire alarms

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R2. Ensure all staff are familiar with prevent duty

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

N/A	No non-compliance of this type was identified at this inspection	N/A
28 (2) (a) [ii]	Full staff recruitment information was not available for all staff during the inspection.	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 23/03/2022