



Inspection Report

Blue Door Nursery

**Blue Door Nursery
95 Allensbank Road
Cardiff
CF14 3PP**



Date Inspection Completed

23/07/2024

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About Blue Door Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Gallivan Childcare Solutions Ltd
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	27 January 2020
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and 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>	Adequate
<u>Leadership and Management</u>	Adequate

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

Summary

Children are happy and can make choices and decisions about their play. They are enthusiastic and engaged in their activities. Children form close, warm relationships with staff and other children. They are developing good independence skills.

Staff are aware of some of their responsibilities to keep children safe and healthy. They follow most of the policies and procedures, however, they do not always follow procedures in relation to medication. Staff are kind, caring and interact well with children. They provide suitable play activities to develop the children's skills and follow their interests.

People running the setting ensure the environment is welcoming and secure. Risk assessments are in place, however, not all risk assessments and check lists are used as working documents and no member of staff has received fire training. People who run the setting provide suitable resources and facilities to meet the needs of the children.

People who run the setting manage the setting appropriately. However, improvements are required to meet with regulations and national minimum standards. People who run the setting are committed to make improvements to ensure better outcomes for children. Partnerships with parents are good.

Well-being**Good**

Children have a good voice, make suitable choices about how they spend their time at the setting and play is mostly child led. For example, older children move freely between the activities in the playrooms and make choices. In their base rooms, children know what resources are available to them and where they can play. For example, children choose from the activities on offer and move them to their preferred area. They choose the books they want read to them and know their choices are respected.

Children are happy and settled at the setting. Many cope well with separation from parents or carers, coming into the setting with smiles on their faces. They know the routines well and this gives them reassurance. For example, after waking from their naps, babies settle quickly back into their rooms. They naturally leave their comforters and quickly explore the toys on offer. Children are learning to express their feelings using verbal and non-verbal communication methods. For instance, children use the mirrors and pictures on the feelings wall.

Children interact well with the staff who are familiar to them. They ask staff for support or go to them if they need reassurance. For example, babies who are tired hold their arms up in the air for cuddles from a member of staff. Interactions between children are positive and they form constructive relationships. Children enjoy sociable mealtimes, chatting with their friends and staff happily.

Children enjoy their play and learning opportunities. They enjoy a selection of appropriate opportunities. Most children are interested in their activities and persevere and concentrate for an appropriate amount of time. For example, two children work together building towers with the blocks. They are absorbed in their activity and have fun watching the tower collapse. Babies also focus intently as they handle and explore toys.

Children have opportunities to develop their independence in line with their age and stage of development. At mealtimes children pour their own drinks and during play take their shoes off placing them in the storage boxes provided. Children are supervised to access the toilet facilities, where they use the toilets and wash their hands independently. Babies use the furniture in the room to practise their standing skills. They move around the learning areas confidently, accessing resources to support their interests.

Care and Development

Adequate

Staff understand and implement some policies and procedures to keep children safe and healthy. They are aware of the safeguarding policy and their duty to report to the designated safeguarding officer. However, when asked about their individual responsibility to report, not all staff were able to answer confidently. Staff complete the available forms and follow procedures for recording accidents, incidents and pre-existing injuries. They ensure that they inform parents of these by recording the information electronically and sending it to parents via the app. Staff are aware of the setting's nappy changing procedures and provide for children's privacy and dignity. They follow appropriate hygiene procedures for serving food

Staff understand the behaviour management policy and use positive reinforcement. They offer praise and encouragement to children for good tidying and accomplishing their goals during play. For example, they high five children saying "good job" when they tidy toys away and give children stickers for helping and being kind. Staff are good role models and encourage good manners. They remind children to say '*please*' and '*thank you*' during snack and mealtimes and a minority of staff use the Welsh '*plis*' (*please*) and '*diolch*' (*thank you*). They ensure children understand what is happening and give children warning. For instance, they let children know there is 5 minutes left before tidy-up time. They create positive relationships with children in their care and interactions are warm and kind. As children play, staff show interest in their activities and discuss tasks in a calm and supportive manner.

Staff support children's play, learning and development appropriately. They provide opportunities for children to follow their own interests within the play opportunities provided. Staff also provide activities such as arts and crafts and messy play, and plan visits to the local area such as parks and museums. They have a planning system in place and provide focused learning activities. However, the planning is not consistent across the setting. Key workers observe children and assess their individual progress providing information for parents via the electronic app and at parents evening. Many staff promote children's learning through appropriate questions. For example, during story time staff asked suitable questions such as "*What colour is that?*" and "*How many...?*" Children with additional needs are supported, and staff work effectively with outside agencies to ensure the best outcomes for children.

Environment

Adequate

People who run the setting have systems and procedures in place to ensure the environment is safe and secure. They keep a record of visitors who enter the premises via the main entrance. Staff ensure that cleaning materials are stored safely out of the reach of children. Risk assessments are in place, and these inform daily and weekly checklists that are used to reduce risks identified. However, risk assessments are not always used as working documents and checklist are not always completed. People who run the setting organise fire drill practices and these are timed, dated, and evaluated. However, no member of staff has received suitable training in fire prevention. This is an area for improvement and will be reviewed at the next inspection.

People who run the setting ensure the environment offers facilities for children to be cared for. They provide a suitable number of children's toilets and nappy changing facilities to meet the needs of the children attending. These provide for children's privacy and dignity as well as support their independence. People who run the setting provide a suitable sleep room for babies. Older children sleep on mats and use individual blankets. Staff organise the indoor area appropriately with areas for play and learning. Older children move from one activity to another effectively and between the activity rooms on offer. There is a small outside area which allows children the opportunity for outdoor play experiences, giving them the benefit of fresh air. Staff display photos of the children and some artwork which helps create a sense of belonging. Low level pegs provide opportunities for children to develop their independence.

People who run the setting ensure there are resources available in the play environment. Staff ensure the layout of the area and storage resources allows the children to explore. Children are able to access the majority of resources which supports their independence. People who run the setting provide equipment and resources that are appropriate for the age and stages of children's development. Children's personal and social development is also enhanced by having access to stories, books and themed resources.

Leadership and Management

Adequate

The responsible individual is currently in the process of reviewing the roles and responsibilities within the relatively new staffing structure. People who run the setting engage with Care Inspectorate Wales (CIW) and notify of significant events. They have

policies in place, and most are reviewed regularly. The medication policy details procedures to follow in relation to labelling and storage of medication and records that should be kept. However, not all staff have followed it fully and permission for the administration of medication is not always obtained from parents. The people who run the setting keep records for children with contracts, permissions and information forms that inform the setting of children's individual needs. However, not all records contain the required information, such as information regarding children's medical practitioner. Children's records and records for medication is an area for improvement in relation to record keeping and will be reviewed at the next Inspection. The people who run the setting keep records of complaints and deal with these in a timely manner.

People who run the setting are committed to improvement. They complete the annual quality of care review and report. People who run the setting seek views about the setting from staff, parents, and children. They consider these views and identify areas of strengths, and priorities. People who run the setting value the importance of teamwork and arrange teambuilding events for staff. Staff tell us they feel valued and enjoy working at the setting.

People who run the setting follow recruitment procedures and confirm that all staff hold a current Disclosure and Barring Service (DBS) certificate. They hold staff meetings and have a system in place for the supervision and appraisal of staff. People who run the setting provide regular opportunities for staff to offer their views informally, as well as at staff meetings. They are also aware of the mandatory training requirements for staff. However, they have not ensured that all staff receive regular supervision, yearly appraisal and training. People who run the setting ensure there are enough staff to care for children and that the adult to child ratio is maintained. However, they do not always ensure there is enough suitably qualified staff at all times. These are areas for improvement and will be reviewed at the next inspection.

Partnerships are strong. People who run the setting have positive links with a range of professionals, schools, and the community. For example, they arrange regular visits to the local care home when children and residents take part in activities together. Parents are welcomed into the setting when collecting their children and staff engage in conversations with parents about their child's day. Staff also use an app to document children's achievements and share information with parents such as photos and observations as well as information about their care and well-being. People who run the setting provide further general information through the app and social media. Parents feedback is very complimentary of the setting with many commenting on the wonderful staff and how happy their children are attending.

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.

Area(s) for Improvement

Regulation	Summary	Status
30	The Responsible Individual must ensure that records are maintained for parents consent for the	New

	administration of medication to children. The Responsible Individual must ensure that records are maintained for children in relation to the name and address of the registered medical practitioner with whom the child is registered.	
38	The Responsible Individual must make arrangements for suitable training for staff in fire prevention.	New
29	The Responsible Individual must ensure all staff receive regular training, supervision and appraisals.	New
27	The Responsible Individual must ensure that there is a sufficient number of suitably qualified staff looking after children at all times.	New

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)
Standard 20 - Child protection	Ensure all staff are aware of their responsibilities in relation to the safeguarding of children.
Standard 11 - Medication	Revisit the medication policy to ensure is implemented by all staff.
Standard 7 - Opportunities for play and learning	Ensure planning is consistent across the setting.
Standard 24 - Safety	Ensure risk assessments and all checklists are used as working documents.
Standard 14 - Organisation	Ensure roles and responsibilities are reviewed fully.

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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