



Inspection Report

First Foundations Day Nursery (Camau Tirion)

**Meithrinfa Camau Tirion
First Foundations
Heol Goffa
Llanelli
SA15 3EJ**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

17/07/2024

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About First Foundations Day Nursery (Camau Tirion)

Type of care provided	Children's Day Care Full Day Care
Registered Provider	First Foundations Nursery Ltd
Registered places	40
Language of the service	Both
Previous Care Inspectorate Wales inspection	5 February 2019
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

<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 and can make many choices about what they do. They are safe and settled and interact happily with each other and staff. Children enjoy their play and have opportunities to participate in a range of activities that support them to learn and develop well.

Staff effectively follow policies and procedures to keep children safe and healthy. They sensitively manage children's behaviour and support them well in their play and learning. Staff meet the needs of children successfully.

Leaders ensure they care for children in a safe and secure environment that they maintain well. They provide a good variety of resources and equipment both inside and outside that are suitable for the children using them.

Leaders have a good vision for the nursery and strive to provide quality childcare. They understand their responsibilities to comply with regulations and the national minimum standards. Leaders support staff well and develop strong relationships with parents and other professionals.

Well-being

Good

Children have a good voice. They can make many choices and decisions about what they do and how they spend their time. For example, they can choose to play inside or outside for most of the day. Most children communicate confidently in ways appropriate for their stage of development. Babies and younger children use non-verbal cues such as pointing whilst most older children express themselves using words and phrases. Children have opportunities to contribute their ideas to the planning for activities and offer choices of songs during group times.

Children are safe, settled and happy. They develop very good relationships with staff and become familiar and cooperate with the routines of the day, such as meal routines and group times which helps them develop a sense of belonging. Babies are content to seek out staff to play and for attention and reassurance. They benefit from times of mixing with children of other age groups and other staff when outside which helps transitions and confidence building.

Children behave very well in line with age and stage of development. Younger children play alongside each other, whilst older children play together and begin to develop friendship groups. Their interactions with each other and staff are consistently good and as a result children learn to share, take turns and get along with others.

Children thoroughly enjoy their play and learning. They are enthusiastic and take part actively in the experiences provided for them. As a result, they develop concentration and perseverance. Many spend extended periods engaged in self-chosen activities such as drawing, playing in the mud kitchen or in the shop role play area. Many older children enjoy playing turn-taking games or exploring playdough. Babies freely explore their environment and loved diving in and out of the ball pool. Children, including babies, also have purposeful opportunities to join in with adult led group times such as singing, or craft activities.

Children learn and develop well from the opportunities and experiences provided for them across all areas of learning. They have opportunities to explore a wide range of activities inside and outside that support their all-round development. Children develop independence as they choose what they want to do and, with support, learn to do things for themselves successfully. For example, eating independently, washing their hands and using the bathroom as they grow and gain confidence with managing their own personal care needs.

Care and Development

Good

Staff implement good policies and procedures effectively to keep children safe and healthy. They gave confident answers to child protection scenarios and knew how to report any concerns they may have about children or adults. Several staff have recently completed updated safeguarding training in line with the requirements of the revised national minimum standards and leaders have booked appropriate courses for others. Staff consistently follow robust procedures in relation to recording accidents, incidents, and any injuries children may arrive with. They implement good hygiene procedures in relation to nappy changing and food preparation and serving. Staff are aware of any allergies children have and follow careful systems to manage these. They encourage a healthy lifestyle by providing children with nutritious meals cooked on the premises and ensuring they have plenty of opportunities for physical play in the fresh air.

Interactions between staff and children are consistently good. Staff demonstrate warmth and kindness and create a calm atmosphere, speaking respectfully to each other and children. They are excellent role models. Staff effectively implement a good behaviour management policy. They offer lots of praise and use positive strategies to manage any minor issues.

Staff meet the needs of children successfully. They plan and provide activities around themes and give children opportunities to add their ideas to these. For example, we saw mind maps of children's ideas around the current theme of Summer. However, craft activities do not always give children full scope to experiment with different media and develop their own creativity. Staff are developing their understanding and use of the Curriculum for Wales well to support their planning and provision. They ensure children have plenty of time to make choices and lead their own play. Staff engagement with children and activities is a strength and as a result, children make good progress. They use incidental Welsh and speak to children bilingually to ensure they develop an understanding of the Welsh language. Staff observe children and use their observations to identify what children need to learn next & inform their planning. They use Flying Start tracking systems to record the development of children over two years. Staff do not track the development of younger children and have not yet considered the Quality Framework for Early Childhood Play, Learning and Care in Wales to help support them in this. Staff are alert to children with emerging or additional learning needs. They support children very well, providing consistent one to one support when needed and working well with parents and other professionals. Staff enhance the experiences of all children and help them develop a sense of community with walks in the local area and visitors to the nursery such as police officers.

Environment

Good

Leaders have effective measures in place to ensure everyone fully understands their responsibilities in relation to the safety and welfare of children. They ensure the environment is safe and secure indoors and outdoors. Leaders and staff manage access to the setting well. They record visitors and the attendance of children and staff consistently and accurately, including to reflect staff breaks and when out of the nursery on school runs. They complete and regularly review suitable risk assessments for all aspects of the nursery's general operation although they do not always risk assess new activities. Staff carry out comprehensive daily safety checks and complete cleaning logs consistently. Leaders ensure they arrange regular tests for electrical equipment, the gas boiler and firefighting equipment. They carry out monthly fire drills and maintain detailed records to ensure that all staff and children can evacuate the building in the event of an emergency. All areas of the nursery are clean and well maintained.

The playrooms are light and welcoming. They are decorated in neutral colours which contribute to a calming atmosphere. Older children benefit from use of a quieter room, as well as a main playroom and have use of a dining room that doubles up for tabletop games and activities at times of the day. The quiet room converts into sleep space with low beds or mats for children who need to rest. Children can access suitably sized toilets directly from the main playroom which supports their growing independence in personal care. Babies have their own dedicated playroom with a suitable sleep room directly off it where they can sleep undisturbed, but staff can still easily check on them. There are appropriate nappy changing facilities which allow for the protection of children's privacy and dignity. All children have ample room to move about freely, play and access resources independently. They can access outdoor spaces directly from both the dining room and the baby room. There is a large, covered outdoor classroom that provides further good learning opportunities across all areas of development along with a fenced area that provides mainly for more physical play such as climbing, balancing or ball games.

Leaders provide furniture, equipment and a varied range of resources inside and outside for children of all ages that are of good quality and suitable for the children using them. Staff make good use of open shelving and attractive storage baskets that allow children to access resources independently and act as dividers to create play areas such as a home corner or floor play area. Some resources are of natural materials. However, resources that promote cultural awareness and diversity or that children can use imaginatively for different purposes are more limited. Outside resources include wheeled toys, climbing apparatus, a mark making area and mud kitchen.

Leadership and Management

Good

Leaders have a good vision for the setting which they share successfully with staff. Overall, paperwork is well organised and regularly reviewed. They have a comprehensive range of policies and procedures that support the safe and smooth running of the nursery. Leaders have a clear, detailed Statement of Purpose in place which reflects the services offered and is useful for parents. They provide all documents in Welsh and English.

Leaders recognise the importance of self-evaluation and review the quality of their care annually. They seek the views of parents, children, staff and other stakeholders and use these to help inform their review. Leaders produce a report of the review which offers some evaluation of the nursery and identifies relevant areas they would like to improve. From this, they develop an action plan with smaller targets to achieve their goals. Leaders are receptive to feedback and welcome ideas or suggestions to improve their practice.

Leaders implement robust recruitment procedures to safeguard children and to ensure staff have the necessary qualifications and experience to provide quality care. All mandatory training and suitability checks for staff are up to date. However, although the responsible individual has had a Disclosure and Barring Service check within the last three years it has not been counter signed by Welsh Ministers. She has, therefore, applied for a new one. Leaders support staff effectively through regular, meaningful supervision and appraisal which staff told us they find useful. They are supportive of additional training for staff to enhance and develop their practice. Leaders deploy staff effectively to ensure they maintain ratios throughout the day and as a result successfully meet children's needs. Staff we spoke to said they are happy at the nursery, feel well supported and are able to express their views.

Leaders and staff work with local authority teams such as Flying Start and the Early Years Additional Learning Needs Coordinator to support their provision. They develop links within the community through visitors to the nursery and trips out. Leaders and staff develop strong relationships with parents. They gather all relevant information before children start at the nursery to enable them to support individual needs effectively. They keep parents informed about their children through a variety of methods that include verbal feedback, the use of an electronic app and an annual open evening. Parents we spoke to gave extremely positive feedback about the service they and their children receive and are very happy attending the nursery.

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
N/A	No non-compliance of this type was identified at this inspection	N/A

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 23 - Equipment	Develop resources to promote cultural awareness and diversity.

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)
Continue curriculum, planning and resource developments in line with the Curriculum for Wales and consider the Quality Framework for Early Childhood Play, Learning and Care in Wales to support this work with younger children.

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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