



Inspection Report

The Green Giraffe Day Nursery

**Unit 2
Dunleavy Drive
Cardiff
CF11 0SR**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

01/08/2024

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About The Green Giraffe Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	The Green Giraffe Day Nursery Ltd.
Registered places	90
Language of the service	English
Previous Care Inspectorate Wales inspection	2 August 2022
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	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.

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

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

Summary

Children are happy and can make choices and decisions independently. They are confident and engaged in their activities. Children form close, warm relationships with staff and other children.

Staff are mostly aware of their responsibilities to keep children safe and healthy. They are friendly, and provide safe, nurturing care. Staff support children with a wide variety of activities, which promote children's curiosity, play and learning. They keep effective records of children's progress.

The environment is clean, safe, welcoming, and child friendly. Leaders provide a range of play spaces to encourage children to play and learn. Children have access to good purposeful resources and equipment to nurture children's overall developmental skills.

Leaders are highly motivated and dedicated to delivering high quality childcare. They provide encouragement and support to staff and ensure that required policies and records are in place. However, some improvements are required in relation to safeguarding and effective deployment of staff. Leaders are committed to developing the setting to improve outcomes for children. They maintain successful links with outside agencies and develop positive partnerships with parents who are very happy with the care their children receive.

Well-being**Good**

Children are happy, settled and make many decisions about how they spend their time. They choose from the fun activities and toys on offer, following their own interests. For example, babies freely explore their playroom choosing from a range of toys and follow their individual sleep and bottle-feeding routines. Children speak confidently and those who are not yet able to communicate verbally use signals such as pointing to successfully convey their needs and wishes. For example, a child motioned to staff that they wanted more to eat at breakfast and staff brought them more food.

Children are happy, settled and most cope well with separation from their parents. They have good bonds of affection with staff. For example, children who are upset or unsettled on arrival seek comfort from staff, which helps them settle quickly. Children are familiar with the daily routines which helps them feel at ease in their surroundings. For example, children tidy up and wash their hands in preparation for mealtimes.

Children behave and interact well for their ages and stages of development. They happily play alone or alongside their friends as they learn to share and work together. For example, younger children readily share resources such as paints and role play equipment. Older children enjoy sociable mealtimes together. Children chat happily with friends and respect each other and the resources, using them appropriately and helping to tidy up when asked.

Children enjoy their play and learning. They benefit from a good range of age-appropriate play and learning resources in each room and outside. They choose from a variety of exciting and enjoyable activities. For example, babies are absorbed in block stacking, younger children create jungle collages, and older children delight in listening to staff reading books for them. Children follow their own interests and most sustain their play for periods suitable to their age and stage of development well.

Children have good opportunities to develop their independence. For example, young children feed themselves with staff offering support where needed. Older children confidently pour their own drinks and serve their own food at mealtimes. Children of all ages help to tidy away their toys at given times. Older children are confident at washing and drying their hands, while younger children do so with guidance.

Care and Development

Good

Most staff understand and implement policies and procedures to keep children safe and healthy. They are confident about the appropriate procedures to follow should they have any concerns about a child and have completed training with regards to safeguarding children. Staff complete effective and accurate risk assessments, which are regularly reviewed. Any identified hazards are swiftly addressed. Detailed records are kept of any incidents and accidents, and any instances where staff administer medication to a child. Staff keep registers of attendance for themselves and children, however, these do not always accurately reflect which staff are working with which children at any given time. There is a robust system for the safe management of food allergies. Staff encourage children to wash their hands as required and follow the appropriate procedures when changing nappies. There are dedicated areas for nappy changing which allows all children to have good levels of privacy. Staff ensure children have access to regular daily outdoor play and learning experiences, bringing them the benefits of physical exercise and fresh air.

Staff fully 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. Staff are good role models. They encourage good manners and remind children to say please and thank you during snack and mealtimes. Staff use praise appropriately to celebrate children's achievements, helping them to feel a sense of pride in what they are doing. They join in with children's play when it is appropriate to do so and talk regularly to extend their learning and make their experiences sociable. During lunch time we saw staff chatting to older children about their day. As children play, staff show interest in their activities and discuss tasks in a calm and supportive manner. They create positive relationships with children in their care. Interactions are warm, engaging and demonstrate sensitive understanding and kindness towards children.

Staff support children's learning and development effectively. They regularly observe children's play and learning to track their progress. This helps them plan activities to enable children's next steps in learning and development. Children's views and interests are recorded and considered when planning activities and new developments. Staff know children very well and are knowledgeable about their development and this enables them to meet their needs effectively. Staff are observant and alert for signs that children may have emerging additional learning needs. They work well with outside agencies to support these children. Many staff use incidental Welsh with children. Staff follow a key worker system which enables children to settle with familiar staff who understand their individual needs.

Environment

Good

The environment is clean, secure and a safe space for children. Leaders ensure external doors and gates remain locked. Leaders maintain a visitors' log to provide an accurate record of any visitors to the setting. Records show that regular fire drills are completed and logged. Risk assessments are in place for the premises and children's activities. Staff keep children safe by completing daily safety checks of the environment to identify and where possible eliminate risks to children's safety. Leaders ensure the gas boiler and heating system is tested annually.

Leaders ensure the well-maintained environment provides a welcoming child friendly space. Photographs of children and displays celebrating their work give them a sense of belonging. There are different rooms available which allow children to be grouped according to their age and stage of development. This provides the space children need to play and learn at their own pace. Indoor rooms have quiet corners and calm lighting, giving children the opportunity for rest and relaxation as well as stimulating play. There are a suitable number of children's toilets and nappy changing facilities available, which are clean and easily accessible. Children enjoy sociable mealtimes together in their playrooms. Babies eat in their playroom where low-level highchairs assist them to sit together. Notice boards display information regarding children's dietary requirements. This ensures all staff are aware of children's individual needs. The dedicated sleep room in the baby department provides a safe and quiet place for children to sleep undisturbed. Older children who still require a nap during the day have individual mats to enable them to sleep restfully.

Leaders provide a broad range of stimulating resources that allow children variety and choice within the different rooms. Furniture, toys, and equipment are of good quality and are developmentally appropriate to children. For example, child sized tables, chairs, and low-level toy storage, suitable for the ages of children who attend. Outside is an inviting space where children can explore and learn about the world around them and develop a range of skills. Staff ensure that real life and multi-cultural items promote children's awareness of equality and cultural diversity. They regularly check toys, equipment, and resources to ensure that they are clean and in good condition.

Leadership and Management

Poor

Leaders are effective in the way they manage the setting and are committed to ongoing improvements. They have a clear vision for the service which places a high priority on providing quality childcare. There is a statement of purpose which is compliant with regulations and meets National Minimum Standards. There are good arrangements in place to ensure that child protection and safeguarding is a priority. However, Care Inspectorate Wales (CIW) were informed of an incident where not all children were safeguarded. We have therefore issued a priority action notice. The provider must take immediate action to address this issue. As a result of this event, leaders have reviewed policies and procedures that safeguard children and we have been assured that changes have been made. Leaders ensure that there are enough staff to care for the children attending. However, they do not always deploy staff effectively. This is an area for improvement and will be reviewed at the next inspection. Leaders engage with CIW and notify of significant events.

Leaders are committed to improvement and have welcomed feedback from the inspection. They work with a variety of outside agencies and professionals and are prepared to accept feedback and act upon matters which are brought to their attention. Leaders complete the annual quality of care review and report. They seek views about the setting from staff and parents. Leaders consider these views and identify areas of strengths, and priorities.

Leaders follow recruitment procedures and confirm that all staff hold a current Disclosure and Barring Service (DBS) certificate. They ensure the training needs of staff are maintained and there is a clear training matrix in place. Most staff have completed mandatory qualifications such as safeguarding, first aid and food hygiene. Leaders hold regular supervisions and appraisals, and there is a focus on supporting staff well-being as well as their personal development. Staff said they feel well supported by leaders and they are happy in their work.

Partnerships are strong. Staff engage in conversations with parents about their children at the end of the day. Photographs of their child at play and work, developmental observations and next steps are shared with parents via an electronic application. Parents commented on how they have acted on next steps identified by the setting at home. This ensures best outcomes for children. Parents sign medication, accident and incident records electronically to demonstrate that they have been informed. Parents' feedback is very complimentary of the setting with many commenting on the friendly staff, approachable management and consistently high levels of communication.

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
20	The people who run the setting must ensure proper provision for the care and supervision of children at all times.	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.

Area(s) for Improvement

Regulation	Summary	Status
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27	The provider must ensure appropriate numbers of suitably qualified, skilled and experienced staff are deployed effectively across the setting.	New
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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 5 - Records	Ensure children and staff registers are consistently and clearly recorded and detail which staff are looking after each child at any given time of day.

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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