



## Inspection Report

**Building Blocks Nursery**

**Royal Glamorgan Hospital  
Ansari Court  
Llantrisant  
Pontyclun  
CF72 8XR**



**Date Inspection Completed**

10/01/2024

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## About Building Blocks Nursery

|   |   |
|---|---|
| Type of care provided                                 | Children's Day Care<br>Full Day Care  |
| Registered Provider                                   | Valedown Limited  |
| Registered places                                     | 43  |
| Language of the service                               | English   |
| Previous Care Inspectorate Wales inspection           | 19 July 2021  |
| 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. |

|  |                 |
|--|-----------------|
| <a href="#"><u>Well-being</u></a>                | <b>Adequate</b> |
| <a href="#"><u>Care and Development</u></a>      | <b>Poor</b>     |
| <a href="#"><u>Environment</u></a>               | <b>Adequate</b> |
| <a href="#"><u>Leadership and Management</u></a> | <b>Poor</b>     |

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

### **Summary**

Children are happy, relaxed and enjoy their time at the setting. Children are confident to express their ideas and opinions and can make some decisions about how they spend their time. They are developing positive relationships with each other and staff. Children are beginning to develop their independence skills.

Staff are kind and caring with the children. They engage positively with the children, supporting their play and building their confidence. Staff follow some suitable policies and procedures to promote some aspects of children's health and safety. However, several improvements are required to ensure children are kept safe and healthy.

The environment is safe, clean, and secure. Leaders ensure most procedures are in place to maintain the safety of the environment. However, improvements are required to confirm all fire safety checks are being carried out along with ensuring staff and children are familiar with the procedures to follow when evacuating the building in an emergency. Leaders provide a suitable range of toys and resources to encourage children to play and learn, both indoors and outdoors.

Leaders endeavour to provide a quality service. However, they do not ensure they comply with regulatory requirements or follow the National Minimum Standards. Several areas require improvement. Leaders have produced a suitable range of policies, procedures, and documentation although some need updating. Staff are happy at the setting and relationships with parents are good.

**Well-being**

**Adequate**

Most children have adequate opportunities to make some choices and decisions about how they spend their time. For example, older children have independent access to a variety of beneficial toys and activities freely available to them in their playroom. While younger children have appropriate toys and activities which are rotated at key periods throughout the day.

Most children express themselves confidently, as they know their wants, needs and moods will be listened to. For example, a baby used physical gestures and the word 'bubble' to tell staff what they wanted to play with. Most children are happy, relaxed and enjoy their time at the setting. They are developing warm and close relationships with staff. We saw children initiate cuddles with staff members, which they responded to warmly. Most children are comfortable in their surroundings and are familiar with daily routines, which help them to feel settled and confident. However, we observed a child who was a little unsettled at key periods during the day, staff frequently reassured them. Staff shared how they were transitioning from another playroom and were adjusting to the new routine. Children receive frequent praise for their efforts and achievements, which makes them feel happy and valued.

Children interact appropriately and are beginning to learn to co-operate and share toys and resources with each other. They are enthusiastic and satisfied with the toys and resources available. Older children become very excited when it is their turn to go outside to play. Children told us, playing with the bikes is their favourite activity. We saw them riding the bikes around the space confidently, laughing, smiling, and chatting to each other and the staff as they played. Children concentrate for a suitable length of time in line with their age and stage of development. For example, babies show great delight when calling out the sounds of the animals as a staff member reads a book about a farm, while they wait for their lunch to arrive.

Children are beginning to develop their independence skills, enabling them to do things for themselves. Many children access the toilet and wash their hands competently, other children are offered support when needed. At mealtimes most children competently feed themselves and babies are supported when needed. Children of all ages are encouraged to help tidy up after play.

Staff do not always ensure children are kept safe and healthy. Staff we spoke with had a basic awareness of their roles and responsibilities regarding safeguarding matters. They know to report concerns to the designated safeguarding leads. However, most staff were not clear on the process to follow should the safeguarding leads not act on safeguarding information. Safeguarding records viewed, demonstrated a delay when reporting potential safeguarding matters to the Local Authority safeguarding team. The setting's safeguarding policy does not include all the required details. For example, the provision for monitoring existing injuries which could trigger child protection concerns. This is placing children at potential risk. We have therefore, issued a priority action notice. The provider must take immediate action to address this issue.

Staff implement some procedures to support children when administering medication, along with recording and maintaining accident, incident and existing injury records. However, not all the relevant information required is captured consistently, within a timely manner or monitored appropriately. Staff ensure there are procedures in place to accurately record children's times of arrival and departure. However, staff attendances are not accurately recorded, making it unclear which staff are providing care for which children at any given time. This is placing children at potential risk. We have therefore, issued a priority action notice. The provider must take immediate action to address this issue.

Staff provide a sufficient range of varied meals and snacks which are freshly prepared and follow children's preferences. They ensure suitable procedures are followed for managing food allergies and intolerances. Children have access to drinks at snack and mealtimes. Most staff follow good hygiene practices in line with infection control guidance. For example, staff encourage children to wash their hands before eating, embedding good hygiene routines. Staff wash their hands, wear gloves and an apron when carrying out nappy changing practices in line with the settings policy. However, we saw a few practices which are not in line with infection control guidance. For example, tables, were not wiped prior to children eating their food. The same cloth was used to wipe children's faces, hands and their clothes following playing with a messy activity. These practices increase the risk of cross-infection. Children are encouraged to rest during the day and staff ensure they have individual bedding and comforters such as dummies and soft toys set up in readiness for the children. Children who do not wish to sleep are supported by staff to engage in quiet activities in the room or access activities outdoors.

Staff are kind and caring and engage positively with the children, supporting their play and building their confidence. However, some staff are not always sensitive to children's play experiences, recognising when children are fully engaged in meaningful activities and experiences. For example, a child was disturbed in the middle of listening to a story to carry out a hand painting activity. Staff complete basic observations and next steps in children's learning are identified. Overall, staff know the children well, and respond to most children's individual needs, treating them with respect. However, we found children with additional learning needs did not have their needs sufficiently met. Staff have not consulted with relevant professionals or established appropriate plans to identify the steps required to

ensure their health and safety needs are met and safeguarded as outlined in the setting's policy. We have therefore, issued a priority action notice. The provider must take immediate action to address this issue.

**Environment**

**Adequate**

Overall, the setting is safe and secure. It is clean and suitably maintained. Leaders ensure most procedures are in place to maintain the safety of the environment. However, leaders were unable to provide records to evidence all emergency fire safety equipment is regularly tested. Records viewed demonstrate fire drills are not carried out at regular periods. Therefore, leaders cannot be reassured that children and staff know the procedures to follow should they need to vacate the building in the event of an emergency. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Leaders have completed adequate risk assessments which include the environment and some activities. However, some of these are not robust as they do not include all potential hazards and the necessary steps to be taken to eliminate or reduce risks.

The setting environment offers suitable facilities to care for children. All rooms are equipped with good quality and suitably sized furniture for the age of the children. The layout of the environment helps children to move around freely. Older children's self-help skills are promoted by accessing toilet facilities, with minimal support from staff. Leaders provide children with low-level chairs and tables to eat their meals, as well as low-level highchairs which assist young children to sit together, enabling them to fully experience the social benefits of mealtimes.

The garden spaces have been developed with children in mind, offering a suitable range of experiences. A gardening area with raised beds has been developed with the support from volunteers, offer children of all ages the opportunity to engage in growing fruit, vegetables and flowers. There is sufficient space for larger equipment to promote physical play. For example, peddle bikes, rockers and ride along toys were available. A fence around the parameters of the outside space offers security and some privacy for children when they play. Access to the garden is directly off each playroom, offering independent access to the outside space. Fencing between each play space provides a designated area for each age group.

The setting has a suitable range of toys and resources which are of good quality. Older children's playrooms have resources organised and displayed in boxes on low level shelving units, so they are easily accessible to children. Younger children have resources selected for them which are regularly rotated to offer variety throughout the day.

## **Leadership and Management**

**Poor**

Leaders endeavour to provide a quality service and respond positively to recommendations for improvement. A statement of purpose provides parents with the relevant information so



they can make an informed choice. Leaders do not always ensure adult to child ratios are maintained in line with the National Minimum Standards or as outlined in the setting's statement of purpose. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Leaders provide staff with a suitable range of policies, procedures and documentation to support the running of the setting. However, some of these require updating to ensure they reflect current practice and provide staff with clear instructions as to what is required of them. For example, the complaints policy does not include all the required time scales to be followed when responding to a complaint. The additional learning needs policy requires updating to reflect current guidance and the most recent legislation. Whilst leaders ensure documentation, such as children's contracts are signed and exchanged with parents prior to the children starting at the setting, not all required agreements are sought from parents such as permission to administer emergency first aid.

Leaders are aware of their responsibilities to undertake self-evaluation procedures. They seek the views of parents and children. Staff we spoke to were complimentary about the leaders and shared how they feel supported in their roles, and how they enjoy working at the setting. As part of this process leaders produce a report of their findings. However, they do not include the next steps or reflect on past actions taken to bring about positive changes at the setting. Team meetings are held in addition to daily informal discussions between leaders and staff. Supervisions and appraisals are not carried out with all staff or completed on a regular basis. We have therefore, issued a priority action notice. The provider must take immediate action to address this issue.

Leaders do not always inform Care Inspectorate Wales (CIW) of significant events which have taken place at the setting. For example, it was identified during the inspection that CIW has not been informed about safeguarding incidents which had previously occurred. This is placing children at potential risk. We have therefore, issued a priority action notice. The provider must take immediate action to address this issue.

Leaders do not follow suitable recruitment procedures and suitability checks are not always conducted in a timely manner. During the inspection six staff files were viewed. Five of these did not contain all elements of the information required by regulation to evidence their suitability. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Parents we spoke with were complementary about the setting. They told us all staff are very approachable and supportive. They receive regular updates regarding their children's experiences at the setting via the setting's App.

### Summary of Non-Compliance

| Status              | What each means   |
|---------------------|---|
| <b>New</b>          | This non-compliance was identified at this inspection.  |
| <b>Reviewed</b>     | 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. |
| <b>Not Achieved</b> | Compliance was tested at this inspection and was not achieved.  |
| <b>Achieved</b>     | 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 |
|------------|--|--------|
| 22         | The responsible individual must ensure there is a clear safeguarding policy in place and all staff are confident in implementing procedures and understanding their responsibilities and role within this process. Any allegation of abuse or neglect must be promptly referred to the local authority for their consideration and all staff must be able to implement these procedures effectively. | New    |
| 30         | The responsible individual must ensure records such as children's existing injuries and medication records are completed accurately and monitored appropriately. Along with accurately recording which staff are working with which children at any given time.  | New    |
| 24         | The responsible individual must ensure the needs of relevant children are fully met and reasonable steps   | New    |

|    |  |     |
|----|--|-----|
|    | must be taken to ensure their safety in line with the settings written policies.   |     |
| 29 | The responsible individual must ensure all staff have regular supervision and undertake an annual appraisal to ensure consistent working practices, professional development and to identify training needs. | New |
| 31 | The responsible individual must ensure all relevant notifications are made to Care Inspectorate Wales within the required timescales.  | 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 |
| 38                      | The responsible individual must ensure that all fire prevention equipment is regularly tested to ensure the safety of children, staff, and others on the premises in the event of a fire. The responsible individual must ensure staff and children are familiar with the procedures to follow in the event of an emergency when evacuating the setting. | New    |
| 28                      | The responsible individual must always ensure all required suitability checks on staff employed have been carried out prior to their appointment.  | New    |
| 27                      | The responsible individual must have regard to the statement of purpose, ensuring staffing levels are adequately maintained at all times to ensure the health, safety and well-being of the children.  | 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.

| <b>National Minimum Standards</b> |   |
|-----------------------------------|---|
| <b>Standard</b>                   | <b>Recommendation(s)</b>  |
| Standard 10 - Healthcare          | Review infection control practices to ensure staff are consistent in their approach.  |
| Standard 24 - Safety              | Ensure robust risk assessments are carried out for activities such as gel play and when caring for the settings pet African snails. |
| Standard 18 - Quality assurance   | Develop clear action plans to support continuous monitoring, reviewing, and improvement of the service provided.                    |

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.

| <b>Best Practice</b>   |
|--|
| <b>Recommendation(s)</b>   |
| Ensure transition processes are planned to meet individual children's needs, placing the child's emotional wellbeing at the centre of these plans.                     |
| Staff should be sensitive to the play experiences of children, recognising when they are fully engaged in meaningful activities and experiences.                       |
| Review policies and procedures to ensure they are in line with regulations, current guidance and provide staff with clear instructions as to what is required of them. |

| Ratings          | What the ratings mean  |
|------------------|--|
| <b>Excellent</b> | 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. |
| <b>Good</b>      | 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.  |
| <b>Adequate</b>  | 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.  |
| <b>Poor</b>      | 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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