



Inspection Report

Rhiwbina Baptist Church Nursery

**Rhiwbina Baptist Church
Lon Ucha
Cardiff
CF14 6HL**



Date Inspection Completed

05/12/2023

Welsh Government © Crown copyright 2023.

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.*

About Rhiwbina Baptist Church Nursery

| | |
|---|---|
| Type of care provided | Children's Day Care Sessional Day Care |
| Registered Provider | Rhiwbina Baptist Church |
| Registered places | 30 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | 5 December 2017 |
| 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> | Excellent |
| <u>Care and Development</u> | Excellent |
| <u>Environment</u> | Good |
| <u>Leadership and Management</u> | Good |

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

Summary

Children thrive at the setting as they know their well-being is prioritised. They have very clear bonds of affection with staff members and make excellent developments in their independence and skills development. Children are confident to explore their environment and make choices about how they spend their time.

Staff prioritise the well-being of children and are exceptionally kind and caring. They work very well together to ensure all children are safe and developing appropriately. Staff follow effective infection control procedures and have superb safeguarding knowledge. They are highly responsive to children's needs and manage interactions positively. Staff plan activities and track children's progress very effectively to ensure that every child develops.

People who run the setting have efficient systems in place to ensure the environment is safe and secure. The facilities are attractive, accessible and well maintained. Both indoor and outdoor areas have a wide range of stimulating, age-appropriate resources that meet children's needs well.

People who run the setting are committed to improving standards for the children and families that attend. They have a clear vision for the setting that is supported by detailed policies and procedures. The experienced staff team are enthusiastic and take pride in their work.

Children have exciting opportunities to make choices and decisions about what affects them. They confidently voice their thoughts about how they play as they know their opinions will be heard. For example, they share their views eloquently when staff members ask what resources they wish to have out at the start of the day. At circle time, they enthusiastically chat about what they have enjoyed during the session. They laugh together as they share how they enjoyed writing letters to Santa and learning how to use sticky tape.

Children are exceptionally happy and feel highly valued at the setting. They look to staff members for support and reassurance if needed and demonstrate very close relationships. If unsettled on arriving or when tired, they gain significant reassurance from all members of staff. For example, we saw some children go to different members of staff for a cuddle, which demonstrates the significant trust and affection children have for all the staff caring for them. Children are familiar with routines and this predictability makes them feel very safe and secure. They are incredibly proud to receive stickers in recognition of their progress and express their significant sense of belonging through activities such as conscientiously helping staff members to move tables and chairs ready for circle time and lunch.

Children behave very kindly and considerately, communicating effectively with both adults and their peers. They were delighted when we asked what they were making and enthusiastically declared, "*Now it's finished*" and beamed with pride. They have a great understanding of socially acceptable behaviour and take turns sensitively. At circle time they sit beautifully to listen to their friends' thoughts and applaud a friend excitedly when they are chosen to pick a card from the 'Sharing and Caring Box'.

Children have very good opportunities for all types of play and learning. Many of them can concentrate on activities for an exceptional length of time. They are very active and express significant enjoyment when they are in the outdoor environment. They thrive on activities such as mixing real hot chocolate and marshmallows in the wooden shop. While indoors, we saw how they engaged eagerly in working together to find a missing angel.

Children develop a wide range of skills as they play and develop their independence. Routines are very well imbedded and as a result, children are exceptionally independent in all that they do. They take off and put on their coats, wipe their noses and wash their hands without prompting. As part of a rolling snack, they competently use tongs to select their own food. They also pour their own drinks, clear their own crockery and put leftover food and drink into the provided bins.

Staff have an excellent understanding of their responsibility to keep children safe and healthy. They follow clear hygiene practices such as cleaning tables before and after snack times and wearing aprons. Staff manage allergies effectively and encourage children to try new healthy foods through the provision of a range of interesting snacks. Staff receive regular safeguarding training and have an excellent understanding of their roles in protecting children. People who run the setting are exceptionally proactive in identifying, recording and monitoring safeguarding concerns. Staff complete accident and incident records in good detail but these are not formally analysed to identify trends. Almost all staff members have paediatric first aid qualifications and they follow very clear procedures to record the administration of prescription medicine safely.

Staff care for children in a very warm and nurturing manner and clearly know the children well. They use confident interactions which enable all children to be fully included in all activities. For example, they thoughtfully ask children “*Shall I get you a chair so you can come and sit with us?*”. They expertly guide and encourage children in their skills development and offer tender praise for children’s achievements. For example, we saw a staff member provide thoughtful verbal cues to a child to enable them to independently zip up their coat for the first time and gave a huge cheer and a ‘high 5’ in celebration. They then took a photograph of the beaming child to send to their parents. Staff follow a clear positive behaviour management policy to guide children’s actions. They sensitively provide reassurance alongside opportunities for learning about the impact of actions, “*That’s ok, we can fix it. We just need to be careful*”. Staff use Makaton as a means of supporting children with developing speech.

Staff support children’s imagination and learning naturally; they play alongside them, encouraging development and understanding consistently. When playing in the water tray they ask children to consider whether the stone will sink “*fast or slowly*”. Staff have worked hard to develop their Welsh to support children. For example, they ask children about the colour of their new watch and encourage them to say it in Welsh and English. They provide a range of stimulating planned activities which run alongside impromptu activities focused on children’s interests and questions. They link these to the Curriculum for Wales, make very purposeful observations of children’s development and note effective considerations to inform future planning. Staff provide a range of opportunities for feeding back to parents through stay and plays, emails, phone calls and a closed social media group.

The setting is based in a large bright area within a church building. People who run the setting and staff ensure the environment is safe and secure. Staff ensure the gate and doors are locked, and visitors always sign in. People who run the setting have detailed risk assessments for the building and specific activities in place; they ensure these are reviewed at least annually. We observed some cleaning products were placed within the reach of children; people who run the setting provided assurances they would ensure the safe storage of hazardous substances. Fire alarms are tested regularly, and electrical and gas safety testing are up to date. People who run the setting undertake termly fire drills to ensure children and staff know how to exit the building safely.

People who run the setting and staff have worked hard to create an inviting, child friendly and stimulating environment both inside and out. All areas have been set up thoughtfully to meet the needs of children and promote curiosity and independence. It is well-maintained and good levels of cleanliness are sustained throughout through extensive cleaning routines. There is a large, light and airy playroom that is set up to allow children to move freely and easily. Children have access to an outdoor area adjacent to the playroom that provides them with free-flow access to opportunities to develop their physical and creative skills. This area is partially covered and is used daily in all weathers. There are low-level pegs for children's personal belongings to be stored, and each child has their own storage drawer which supports children to be independent. There are clean and accessible toilet and handwashing facilities adjacent to the playroom. They are well stocked with soap and paper towels to promote an infection free environment.

Children have easy access to varied and interesting resources that stimulate their interest and a variety of textures and materials to aid their sensory development. They use real-life and natural resources throughout the setting. For example, staff and children have worked together to create a water pouring resource using reused pipes and tubes. Children have access to a mix of soft and hard furnishings to ensure their comfort as they play and learn. There are a small number of resources that reflect our diverse society, but this provision could be extended. In the outdoor areas, children have access to play equipment and items set up to engage their imaginations.

People who run the setting have a clear vision for the service they provide. They are motivated and have the skills to manage the setting effectively. Their statement of purpose strongly reflects the Christian ethos of the setting. They review it regularly to ensure it provides an accurate picture of what the setting has to offer. This allows parents to make an informed decision about the care their child receives. All regulatory policies are clear and compliant. The medication policy provides good detail regarding prescription medicine but does not provide information regarding the administration of non-prescription medicine or the procedures for managing children with temperatures. People who run the setting review and update policies and procedures at least annually. They clearly note the changes made and all staff sign to confirm they have read and understand the policies when amendments are made. People who run the setting obtain and securely store written records for children and staff. They use efficient methods to register staff and children's attendance, and to ensure the required ratios are always maintained.

People who run the setting carry out a thorough annual quality of care review. They use a variety of methods to obtain feedback from staff, parents and children to identify strengths and areas for development. There is a suitable complaints policy available for parents.

The team of staff work very closely together to provide a good quality care provision to children and their families. The recruitment procedure in place is robust and ensures all required information is available to evidence the suitability of staff to care for children. People who run the setting provide regular training opportunities. They undertake valuable formal 1:1 supervisions and annual appraisals, but the regularity of these needs to be increased. They lead monthly staff meetings to ensure policy and procedure updates are shared and staff have an opportunity to discuss anything they wish to raise as a team. People who run the setting ensure there are enough qualified and experienced staff so that children are always well cared for. They advise Care Inspectorate Wales of relevant events and changes to the service.

The setting has very strong links with the local community. For example, they liaise with local businesses to obtain resources for themes and the children decorated the Christmas window for a local charity shop. Parents that we consulted with spoke very highly of the staff and felt their children were well cared for and their individual needs always met, "*The aunties are lovely, warm and nurturing*".

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 |
|-----|--|-----|

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 7 - Opportunities for play and learning | Increase the amount of resources that reflect our diverse society. |
| Standard 22 - Environment | Ensure all cleaning products are stored out of reach of children. |
| Standard 11 - Medication | Review the medication policy to reflect procedures for the administration of non-prescription medicines and managing children with temperatures. |
| Standard 24 - Safety | Formally analyse accident and incident records to identify trends. Note action taken as a result to reduce risk if needed. |
| Standard 13 (Day Care) - Suitable Person | Increase regularity of supervisions and appraisals to provide staff with regular formal 1:1 opportunities to reflect on their strengths, practice and discuss any concerns. |

| 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. |

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- [Inspection report survey](#)

If you wish to provide general feedback about a service, please visit our [Feedback surveys page](#).

Date Published 09/01/2024