



## Inspection Report

**Noah`s Ark Childcare Limited**

**21 High Street  
Gorseinon  
Swansea  
SA4 4BX**



**Date Inspection Completed**

09/06/2022

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## About Noah`s Ark Childcare Limited

Type of care provided	Children`s Day Care Full Day Care
Registered Provider	Noah`s Ark Childcare Ltd
Registered places	31
Language of the service	English
Previous Care Inspectorate Wales inspection	19 July 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	<i>No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.'</i>

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

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

## **Summary**

Children are happy and settled at the setting and have a strong voice. Children behave well and work together effectively and interact well with each other and staff. Children are developing their independence well.

Staff create a calm, welcoming and positive atmosphere at the setting. They keep children safe by following the setting policies and procedures. Safety is prioritised and staff have a thorough understanding of their responsibilities. Staff know the children well and are familiar with their likes and dislikes. They have relevant childcare qualifications and plan suitable activities to develop a range of skills and support children well in their play.

The setting is safe and secure allowing children to enjoy their play and learning in a safe environment. Leaders ensure the environment is clean. Cleaning rotas are in place and staff ensure the nursery is cleaned daily. Risk assessments are in place.

People who run the nursery are committed to making improvements and manage the setting well. They have implemented policies and procedures appropriately and review them regularly. Discussions of one-to-one supervision and appraisals with staff are usually recorded. However, they are in the process of re-establishing a more robust routine for supervision meetings. Staff spoken with said they felt well-supported in their role. People who run the setting have fostered very good partnerships with parents.

## Well-being

Good

Children are happy and settled at the setting. They arrive happy and are very familiar with the routine, which makes them feel secure at the setting.

Children have a strong voice. They are confident their voices will be heard and have various opportunities to make choices. For example, they choose which books they want to read. They are able to choose which area they wish play within and, if necessary, are able to choose alternative food at mealtimes. They enjoy choosing toys and resources from a wide choice that are of interest to them and use the resources to explore their curiosity. For example, they enjoy naming different dinosaurs and compare the neck of a dinosaur with a giraffe's neck.

Children enjoy their play, and most children engage very well with stimulating activities for an appropriate length of time. For example, children concentrate very well whilst playing a game of Simon Says or singing as they wait for their food.

Children behave well and work together effectively. For example, children happily co-operate to tidy up the pasta and beans and sort them into individual containers, showing interest for a sustained period of time. They have close relationships with each other and staff, which helps them feel safe and valued. Children interact well with each other as they chat at the snack table. Routines are embedded and children are very familiar with them. Children enjoy attending and generally speak English at the setting.

Children are developing their independence. When given opportunities, children are able to complete tasks on their own. Older children confidently ask if they can use the toilet and do so independently and wash and dry their hands effectively. Children eat independently at mealtimes.

## Care and Development

Good

Staff create a calm, welcoming and positive atmosphere at the setting. Staff work very well together to meet the needs of the children. The close bonds between staff impact positively on children. They support children well and interact positively and thoughtfully with others. They talk to children at their level, giving them their full attention and responding positively.

Staff keep children safe by following the setting's policies and procedures. For example, they conduct regular fire drills and record them, and ensure children walk in pairs on outings. Safety is prioritised and staff have a thorough understanding of their responsibilities. Staff have up to date training in safeguarding children and all staff we spoke with are confident on the safe procedures to follow in safeguarding scenarios. Staff generally promote healthy lifestyles providing a varied food menu and encouraging physical movement. They follow the setting's policies for accidents, incidents and medications and forms include all required details. Staff preparing food have food hygiene qualifications. They practice good food hygiene and infection control. For example, they follow cooking instructions on frozen food and wear aprons whilst cooking.

Staff know the children well and are familiar with their likes and dislikes. They use this knowledge to meet children's needs effectively. Provision for additional needs is very good and staff work well with parents and leaders in order to fully support children. Staff offer children many opportunities to develop their independence skills. However, there were less opportunities at mealtimes. The use of Welsh is developing and although the setting does not offer the active offer, staff are aware of children's linguistic backgrounds. They plan for the use of the Welsh language and introduce songs, colours and numbers for example.

Staff have good knowledge of play-based learning and have relevant childcare qualifications. They plan suitable activities to develop a range of skills and support children well in their play. For example, staff target children's fine motor skills through planning activities such as adding 5 spots onto pictures of snakes and butterflies. They incorporate the foundation phase in their planning and keep a record of children's achievements.

## Environment

Good

The environment is safe and secure for children to play and learn. People who run the setting have fitted equipment and implemented systems to help keep children safe. For example, they have installed an intercom system to monitor the entrance and they ensure that visitors sign the visitors' book as they enter. They complete a wide range of risk assessments appropriately identifying the potential hazards to children and what measures are in place to manage these risks. The risk assessments are reviewed annually and dated. Staff also complete daily checklists to ensure the environment is safe before children use the areas and resources. People who run the setting ensure everyone understands their responsibilities in relation to the safety and welfare of children. They ensure staff understand the fire risk assessments and records are kept. They also ensure maintenance checks are carried out regularly and records kept.

People who run the nursery ensure the environment is clean. Rotas are in place and staff ensure the nursery is cleaned daily. Leaders ensure toys and equipment are regularly checked as being safe and suitable for the children to play with. They also regularly inspect and clean toys with anti-bacterial solution. Leaders have redecorated many areas and since the last inspection, new carpets have been purchased for the baby and toddler rooms.

Leaders ensure children enjoy their time in a warm and welcoming environment, which is light, airy and clean. Leaders make the most of the playrooms with resources thoughtfully set out to promote the children's natural curiosity to learn. For example, children are drawn to the tuff tray and independently utilise resources to develop their creativity. The outdoor area provides many opportunities for children to play and learn although, due to inclement weather, the children did not use the areas during the inspection.

Leaders have further developed the pre-school area and provide natural resources such as introducing wooden objects and cones, which provide open ended experiences and allow children to be creative and express themselves freely through their play. This impacts positively on the children's well-being.

## Leadership and Management

Good

People who run the setting are committed to making improvements and manage the setting well. They have identified actions and targets for improvement such as improving well-being of children. They have also introduced natural resources and are following a new programme to support children's well-being.

The statement of purpose provides parents with information about what the setting offers. Policies and procedures are in place, and these are implemented appropriately and reviewed regularly. The responsible individuals have submitted their Quality of Care reports to Care Inspectorate Wales (CIW). Although they generally inform CIW of any significant events at the setting, this was not done within the correct time scale on a minority of occasions. During the inspection, CIW received online notifications regarding new staff within the correct timescales. People who run the setting keep accurate records and ensure that children and staff attendance is recorded. However, the method of recording staff during school runs or room changes is not always clear.

People who run the setting have realistic policies and their philosophy harmonise the setting's work skilfully. However, the child protection policy does not include references to Wales Safeguarding Procedures and the procedure to follow one type of allegation is not included.

People who run the setting have sound knowledge of the setting's strengths and identify areas for improvement. They review the quality of care in a reflective manner, highlighting what the setting does well and what requires further development. The report includes feedback received from questionnaires given to those using the service to aid improvements going forward in order to further develop.

People who run the nursery make sure the disclosure and barring checks for staff and their mandatory training is up to date. The required suitability checks have been collated in the staff files. Discussions of one-to-one supervision and appraisals with staff are usually recorded. However, they are in the process of re-establishing a regular routine for supervision meetings. Staff spoken to said they felt supported in their role, enjoy working at the setting and are complimentary of their employers. Many have worked at the setting for a number of years.

Parents are very happy with the setting. They provide feedback through social media and are full of praise and are content that their children are happy and settled. People who run the nursery have built positive partnerships with parents and the local community. Such positive experiences are helping children to familiarise with their local surroundings and improve their social skills.



## **Recommendations to meet with the National Minimum Standards**

R1. Update the child protection policy

R2. Further develop the system of recording staff movement during school runs

R3. Record all supervision meetings

R4. Consider the Welsh Government Food and nutrition guidance

### 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
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
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N/A	No non-compliance of this type was identified at this inspection	N/A
31	The responsible individuals had not notified CIW of staff changes within the specific timeline outlined in the regulations	Achieved

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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