



Inspection Report

Building Blocks Too

Fairwater Way
Cwmbran
NP44 4PS



Date Inspection Completed

22/08/2022

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About Building Blocks Too

Type of care provided	Children's Day Care Full Day Care
Registered Person	Joanne Boycott Lesley Price
Registered places	50
Language of the service	English
Previous Care Inspectorate Wales inspection	8 January 2020
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No. 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>	Adequate
<u>Care and Development</u>	Adequate
<u>Environment</u>	Adequate
<u>Leadership and Management</u>	Adequate

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

Summary

Most children are settled, happy and familiar with routines. They have fun playing with their friends and form close relationships with staff, helping them to feel safe and valued. In the main, their independence skills are developing by participating in a variety of activities, however we noted that further opportunities could be encouraged for older children during snack time.

Staff implement suitable routines, policies and procedures, helping to keep children safe. Staff are kind and caring towards the children. They plan suitable activities and keep adequate records to track children's progress. The monitoring of accidents and incidents and recording outcomes of safeguarding referrals requires improvement.

The premises are safe and secure and there is ample space for children to play and learn. There are suitable resources available, which are appropriate for the age of the children. Children freely choose what they want to play with. Risk assessments for all areas of the environment are in place although these are not currently completed for activities and resources.

The management of the service is satisfactory, and a small number of areas require attention to ensure compliance with regulations and the national minimum standards. Relevant policies are in place; however, the complaints policy requires updating. Areas for improvement have been highlighted in relation to the quality-of-care report and renewing DBS checks for leaders.

Children make choices and decisions about how they spend their time at the setting. They freely explore their play environment and participate in activities that engage them. For example, we saw children happily drawing animal pictures, with one child saying, *"I'm making a lion"* and proceeding to make roaring noises. They have input into what they would like to learn about, and older children confidently ask for things they want because they know they are listened to. For example, a child asked, *"Can I go to the toilet?"* and they all choose what they would like for their snack.

Children are happy and feel valued. They separate well from parents and carers and settle quickly into their play. They have formed close emotional attachments with staff. We saw children seek out hugs from staff with one child saying, *"I need a cuddle"*. Children enjoy a social snack time, chatting happily with their friends and staff about their interests. Children's work is on display around the setting helping them to feel a sense of belonging. Older children told us how they enjoyed attending the setting.

Overall, children interact with one another positively. They are developing close friendships, play happily alongside each other and are kind and considerate. For example, we heard a child say to *another* *"I don't have any glue to make my picture"*. Another child kindly passed the glue across the table and said, *"Here you are, have mine"*. Older children are learning to manage their behaviour appropriately and respond well to the praise and encouragement provided by staff.

Children are free to explore the environment and spend time on activities that interest them. They express enjoyment at their play and learning and can concentrate on tasks for a good length of time. For example, we observed a group of children sitting contently whilst listening to the story 'The Tiger who came to tea'. They have access to a variety of suitable age-appropriate play and learning resources.

Overall, children are developing their self-help skills well. We observed a child smiling happily saying *"Look, I did it"* after proceeding to cut their own food. Older children use the toilets independently and access the pegs provided to hang their coats and belongings. However, we noted that during snack time, further opportunities to promote independence such as chopping their own fruit or pouring their own drinks were missed. All children help to tidy up after play and put resources away.

Care and Development

Adequate

Staff have a reasonable understanding of how to keep children safe and healthy. There is a suitable safeguarding policy in place and staff receive regular safeguarding training and are confident in recognising signs and symptoms of abuse. They follow sufficient procedures in relation to reporting child welfare concerns. However, staff do not record the outcomes of safeguarding referrals to ensure record keeping is more robust and children's welfare is promoted. Staff keep suitable records relating to accidents and incidents which are signed by parents. However, leaders do not monitor or evaluate them to help identify emerging trends and eliminate any possible risks to children. There are valid systems in place to record the safe administration of prescribed medication and staff ensure parents are informed. Most staff hold paediatric first aid training, enabling them to deal with minor accidents confidently. Staff promote healthy eating following clear and agreed procedures to manage any food allergies or individual dietary requirements. All staff hold relevant food hygiene training and follow correct cleaning procedures as part of the infection control process to help keep children healthy and safe.

Staff interact in a kind and caring manner with children. They are responsive and nurturing meaning children approach them with ease. For example, when a child was upset, we heard a staff member ask the child what was wrong and say, *"It's okay, there's no need to cry, would you like to go and play?"* There is a suitable behaviour management policy in place which includes positive strategies used to manage children's behaviour. Staff implement the policy well, remaining consistent in their approach, using lots of positive language and praise. For example, we heard *"Wow, well done"*, *"Thank you"* and *"Beautiful manners"*.

Promotion of children's play and learning is suitable. A key worker system enables staff to get to know their key children's individual needs. Staff enable children to follow their own interests and facilitate their learning by tailoring their support and asking relevant questions. There are appropriate systems in place to monitor and record children's development. Staff undertake regular observations of children's play, helping them to identify key milestones achieved and plan next steps in learning. For children requiring additional support staff are proactive in their approach, using 'all about me' profiles to gain a clear understanding of children's individual needs, likes and dislikes. Partnership working is in place with external agencies across the local authority supporting children with 'Additional Learning Needs'. Staff promote the Welsh language occasionally, using simple phrases and words with children.

Environment**Adequate**

Managers and staff who work at the setting ensure the environment is safe, and secure. CCTV is in operation for safety measures and staff ensure there is only authorised entry to the setting through use of a fingerprint system. They keep a log of any visitors and registers record the time children and staff arrive and leave the premises. Daily visual checks and a range of suitable risk assessments are in place, which are regularly reviewed and updated. However, we noted that risk assessments which were introduced throughout the Covid-19 pandemic for activities and resources are no longer being used. Regular fire evacuation drills are undertaken with children ensuring that everyone is aware of how to leave the building safely. Routine safety and maintenance checks for the building are completed in a timely manner.

The environment is adequately maintained and provides a child friendly area with ample space to play and learn. There are three available play areas across two main rooms, which provide a range of free choice play activities and resources. Each play area is suitably organised to meet the needs of all age ranges and includes areas to promote their curiosity and imagination. Children have regular access to a reasonable outdoor area, allowing children to explore and develop their physical skills. Managers told us of their plans to tidy up their allotment area for the children to gain an understanding of where food comes from and learn to care for living things. There are a suitable number of children's toilets and nappy changing facilities available. Bathrooms are well stocked with toilet roll, soap and paper towels to support children's independence.

There is a sufficient range of suitable furniture and resources that suit the age and needs of the children attending. Children can access resources freely because they are stored at low level, which promotes independence. For example, babies have access to a variety of toys such as dolls and musical instruments. Toddler children enjoy creative resources such as play dough, mark making and a large water tray. Pre-school children have access to a variety of resources and areas that help them to develop their learning and prepare them for school. For example, a writing station, creative area, counting area and reading den. There is a small number of multi-cultural resources available encouraging children to develop an awareness of cultures and customs beyond their own lived experience. In the outdoor area, children enjoy using a variety of physical equipment such as ride-on toys, slides, see-saws and space hoppers. Staff regularly monitor resources to ensure they are of suitable quality and well maintained.

Leadership and Management**Adequate**

Overall, the leadership and management of the setting is satisfactory. The statement of purpose provides parents with detailed information on how the setting runs, allowing them to make an informed choice. There are appropriate record keeping systems in relation to contracts and managers obtain relevant information about children as part of the admission process. Parent permissions are sought to ensure children are cared for according to their parents' wishes. Suitable policies and procedures are in place which are reviewed regularly but we noted that the complaints policy requires updating to ensure it includes all the required information. Ensuring that policies contain most relevant and up-to-date information benefits staff, children, and parents.

There are systems in place to monitor the quality-of-care provided by obtaining the views of parents, staff and children through use of questionnaires. However, managers have failed to produce a quality-of-care report which shows how their views feed into the development of the service. While no immediate action is required, this is an area for improvement, and we expect the provider to take action in order to improve outcomes for children.

Managers value their staff and complete appropriate recruitment procedures to ensure they are suitable to work with children. This includes references and Disclosure and Barring Service checks. However, we noted that leaders themselves have failed to ensure that their own DBS checks are renewed in a timely manner, which is an area for improvement. Prompt action was taken to ensure that the appropriate checks were immediately undertaken ensuring that children are appropriately safeguarded. Staff receive detailed formal inductions which equips them to do their job. Managers undertake annual appraisals and regular supervisions with staff which helps to support their professional development. Staff told us they feel supported by management and enjoy their work.

Partnerships with parents and outside agencies are positive. Staff share information daily with parents via verbal feedback, record books and a digital tapestry app. Parents spoken to as part of the inspection told us that they are happy with the service provided and know that their children are well looked after. Comments from parents included, *"I'm more than comfortable with how my children are looked after and they always want to go back as they are so happy"* and *"I would recommend the nursery to anyone looking for childcare, the communication is very good"*.

Recommendations to meet with the National Minimum Standards

R1. Encourage independence with pre-school children at snack time.

R2. Ensure outcomes of safeguarding referrals are recorded.

R3. Ensure accidents and incidents are monitored in order to identify emerging trends and eliminate possible risks to children.

R4. Re-introduce risk assessments for activities and resources to ensure all hazards and the risks these pose to children are considered.

R5. Update the complaints policy to include information on complaints subject to concurrent consideration.

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
25 (a)	The registered person must ensure that (a) all parts of the premises to which children have access are so far as reasonably practicable free from hazards to their safety.	Achieved
30 (1) (a) Sch3.06	The registered person must maintain a daily record of the children and staff’s hours of attendance.	Achieved

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
16	The registered person (RP) has failed to ensure that a report is produced within 28 days following a review of the quality of care in order to show how the views of staff, parents and children feed into the development of the service. Ensure that a quality of care report is produced within 28 days of the review and is available upon request for service users, staff and Welsh Ministers.	New
6	No up to date Disclosure Barring and Service checks were in place for the Registered Person (RP). Ensure Disclosure Barring and Service checks for leaders are renewed in a timely manner.	New

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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