



Inspection Report

The Gingerbread House

**Maeshyfred
Cwmbach
CF44 0DL**



Date Inspection Completed

02/05/2023

About The Gingerbread House

Type of care provided	Children's Day Care Full Day Care
Registered Person	Emily Hooper Gemma Jones
Registered places	40
Language of the service	English
Previous Care Inspectorate Wales inspection	6 January 2021
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	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.

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

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

Summary

Children make choices and influence the direction of their play. They are happy and relaxed in their relationships with staff, showing trust and warmth. Most children behave kindly and considerately, communicating effectively with both adults and their peers. Children value regular opportunities for active play in the outside area. They are independent and confident in their own abilities.

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They care for children in a kind and relaxed way. They support children's learning and development successfully and facilitate an interesting variety of activities.

Managers have sound systems and procedures in place to ensure the environment is safe and secure. They identify and manage risks appropriately. The indoor areas are welcoming and accessible to children. The large outdoor environment provides plentiful space for regular active play.

Managers are motivated and have the skills to manage the service successfully to meet children's needs. They have a clear vision for how they wish to develop the service and they are committed to ongoing improvements. They recruit, manage and deploy staff effectively.

Children are settled and express their enjoyment and enthusiasm for the nursery. Children of all ages are confident to independently explore resources available to them in both the indoor and outdoor environments. They make choices freely and can make their requests to adults through verbal and non-verbal methods. They value opportunities to share their feelings regarding food and activities, and to make choices about other elements of nursery life. For example, we heard a child confidently requesting a specific colour fork.

Children have warm relationships with staff and readily approach them for guidance or comfort. They are content with familiar routines and look relaxed when they move around the setting. They receive lots of encouragement and praise from staff when learning new skills, which gives them the confidence to play, learn and explore. For example, we observed a child beam with pride at receiving a 'High Five' for putting his shoes on independently.

Children are learning to respect each other and the resources in the nursery through learning to share and use equipment appropriately. Most children respond positively to staff members' reminders about appropriate behaviour. Older children work together on activities such as placing guttering on a chair to make a water flume. Children enjoy inviting adults into their play; a child excitedly invited us to join in their hoop rolling game and others were happy to show us their colouring. Many children use manners such as "*No thank you,*" and praise each other for developments such as using tongs to pick up their snack.

Children are free to explore their environment and spend time on activities that interest them, which encourages them to learn and develop. Some children participate in focused tasks with staff and can concentrate on activities appropriately. Children of all ages have regular exercise and fresh air and highly value the time they spend outdoors, engaged in active play. We observed babies enjoying time in the shaded area while older children made potions using water and blossoms they had found under a nearby tree.

Children have good opportunities to gain independence. Pre-school and older children take delight in their developing independence and are keen to put their belongings on their pegs and wash their hands unaided, proudly telling staff members "*and then I'll wash my hands!*". Children enjoy serving themselves snacks by using tongs to pick up fruit to transfer to their own plate. Many children take their cups, plates and cutlery to the sink and scrape their leftovers into the bin independently. They are keen to help staff to wipe up spills and to cut their own food.

Staff members implement procedures to meet children's personal care, safety and well-being needs. They demonstrate effective infection control through ensuring that children and staff wash their hands regularly, aprons are worn for serving food and tables are cleaned before mealtimes. Staff have a good knowledge of allergies and individual dietary requirements. Managers refer to early years food and nutrition guidance to ensure appropriate portion sizes; children are offered more food on finishing their first serving. Staff we spoke to were confident regarding their role in protecting children. Staff record accidents, incidents, pre-existing injuries and medication administration appropriately. Staff follow nappy changing procedures. Almost all staff members have a paediatric first aid qualification. Managers ensure that activities and resources are risk assessed suitably.

Staff act as good role models and respond appropriately to children's individual needs. They encourage children to co-operate, share and take turns, which enhances children's well-being and development. They are mostly consistent in their approach and are mindful of the age and stage of development of children when managing behaviour issues. We observed some children enthusiastically playing with wooden hoops and heard a staff member telling them to "*Be careful not to break them,*". She then sensitively suggested an alternative way of playing the game. Staff members provide explanations to aid children's understanding of the impact of their actions and the feelings of others, "*Oh no, you've knocked it over! He's sad now!*". Managers spend time within the base rooms to ensure that good practice is maintained throughout each day.

Staff support children's learning and development appropriately and facilitate a variety of activities structured around calendar events or focus skills. At present, planning does not refer to the new Curriculum for Wales. Staff make a range of resources available for children to use in the ways that interest them and use natural opportunities to develop knowledge. For example, we heard a staff member imbedding comparative words and colours after a child showed off their new shoes, "*Your shoes and his hat are the same colour. Blue, glas.*" Staff note 'in the moment' opportunities, identify the skills developed and next steps for the child. They carry out weekly observations for each child and track skills progression appropriately. Each child has a 'busy book' in which their progress is recorded. Staff manage transition between rooms effectively through observations and identification of additional support needed.

The environment is secure and provides ample space for children to play and learn. Staff ensure only authorised entry to the setting and keep a log of any visitors. Risk assessments are in place for all areas of the nursery; managers review and update these at regular intervals. On the day of our inspection visit, the fire alarm went off and we observed swift and effective evacuation of the building. Managers check fire extinguishers monthly. Staff undertake daily cleaning of the premises. However, some areas and resources were dusty or stained and required deeper cleaning. Bathrooms are clean and well stocked with soap and paper towels to promote an infection free environment. All routine maintenance checks for the building and appliances are undertaken in a timely manner.

Managers have a clear vision to create a child friendly and stimulating environment. The nursery has recently been repainted and the playrooms are decorated in calming colours. There are display boards throughout the setting, which are currently blank. Managers told us about their plans for these as a means of sharing children's work and development in line with the new curriculum. Younger children have access to two adjoining areas, one of which is designated for quiet activities and sleep. Older children have a large open space that provides a suitable area for active play. All children have access to a well-resourced room for messy activities such as water play and painting. Children eat together in a dining room, using a large table and suitable seating for all ages of children. Toilets are accessible and all furniture is child-sized to promote children's independence. Food is prepared in a recently refurbished kitchen and managers have an office space for confidential conversations if needed. The outdoor area is a key strength of the service as it provides a large, zoned space for children to have regular active play.

Resources are stored at low-level, so children can access equipment easily, which supports their independence. Staff set out and frequently rotate resources for younger children, while older children access toys in themed areas. The outdoor area provides a range of good quality resources that are suitable for children of different ages. Many resources are made of natural materials. There are a small number of multi-cultural resources available to children.

Managers are experienced and manage the service in line with the regulations and National Minimum Standards. They have a statement of purpose which outlines the details of the care service they offer to parents and children. They have suitable policies and procedures which they review annually and when amendments are required. Managers carry out effective record-keeping, with all required information kept for children and staff being stored and managed securely. Each month, managers analyse records of accidents and incidents to identify if changes to policies or risk assessments are required. Registers record the time children and staff arrive and leave the premises to ensure that required child to staff ratios are maintained. Managers have a procedure for obtaining permissions for activities such as taking children on trips, being photographed and application of suncream provided by the parent. All cars used to transport children have valid business car insurance, tax and MOT.

Managers meaningfully consult with parents, staff, children and external agencies annually to complete a quality of care report. This identifies strengths of the service, together with areas that they have targeted to develop and their plans to achieve this. There is a suitable complaints policy available for parents which we observed to be followed appropriately in the event of a complaint. There is no complaints policy in child-friendly language.

Prior to staff taking up their posts, managers undertake appropriate checks to ensure they are suitable to work with children. Managers use an appropriate system to monitor when updates to essential training and Disclosure and Barring Service (DBS) certificates are required. They actively support staff to provide a quality care provision to children and their families. Managers spend time working within the playrooms to ensure they know the children well and that staff consistently follow policies and procedures. They provide regular training opportunities and one to one supervision sessions to develop staff. Staff told us they are happy and feel supported.

Parents of children who attend the setting were sent an online questionnaire as part of this inspection. We received 3 responses from parents, all of which were positive and reflected that they were very happy with the care given. Daily diary books are used to feed back to parents of babies and verbal feedback is given to parents of older children. In the foyer, there is a noticeboard displaying a variety of useful information for parents.

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
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N/A	No non-compliance of this type was identified at this inspection	N/A
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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 7 - Opportunities for play and learning	Use the Curriculum for Wales 'Curriculum for funded non-maintained nursery settings' to inform activity planning.
Standard 10 - Healthcare	Ensure that all areas of the nursery and equipment are deep cleaned regularly.

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.

Best Practice
Recommendation(s)
Provide children with access to a child-friendly complaints policy and a method to share their 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.

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