



## Inspection Report

**Nightingales Pre School**

**15 Albert Crescent  
Penarth  
CF64 1DA**



**Date Inspection Completed**

15/02/2023

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## About Nightingales Pre School

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Nightingales Pre School Ltd
Registered places	46
Language of the service	English
Previous Care Inspectorate Wales inspection	02 October 2017
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.

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

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

## **Summary**

Children are comfortable, settled and enjoy spending time with their friends at the nursery. They speak freely and share their ideas with staff who show interest in their views and opinions. They have opportunities to develop different skills and become independent.

Staff pay close attention to health and safety matters and have good knowledge of the safeguarding procedure. Most staff have a childcare qualification and nearly all staff have completed paediatric first aid training and are trained to deal with minor injuries. They know the individual needs of children well and confidently manage children's behaviour in a nurturing and positive manner.

The setting provides suitable space and is a welcoming environment for the care needs of children. The baby base rooms are very spacious and have easy access to sleep and nappy changing rooms. Pre-schoolers have easy, independent access to suitable toilet facilities. There are a good range of outdoor facilities which are secure and well used by all age groups. Risk assessments and building maintenance certificates are mostly kept updated, ensuring the environment is safe. The five yearly electrical installation check had been overlooked but it was arranged immediately and completed soon after the inspection visit.

Leadership and management is effective. There is a statement of purpose and policies and procedures are in place, however leaders had not reviewed some of these documents thoroughly. People who run the setting are very receptive to advice and promptly addressed any issues raised with them. The staff recruitment process and ongoing staff support is robust. Partnerships with parents and the local authority are well established and generally effective.

Children have good opportunities to make choices and decisions. Children chose which story they wished to listen to prior to lunch. They are confident to speak up and play freely, interacting with a variety of resources and activities that interest them. Younger children enjoy exploring areas of interest around the base room. They show real pleasure seeing their work on display and used in teaching. For example, children's drawings of animals are used to illustrate the alphabet in the pre-school base room.

Children feel secure, comfortable, and relaxed at the setting. They have developed friendships within their peer groups and settle quickly to play. Children spontaneously enjoy cuddles with staff and frequently chat with them and are happy to invite staff into their games. Children recognise staff who enter the rooms and are happy, smile and chat with them. We heard one child tell a member of staff that they '*love (them) very much*' and gave them a hug.

Children are developing their social skills, learning to share, take turns and co-operate during their play, in line with their age and stage of development. Older children manage their behaviour well and follow instructions and engage in their chosen activities well. Nearly all older children concentrate appropriately and can complete activities and tasks, for example, measuring and mixing the ingredients for baking. Children respond positively to the guidance they are given and show kindness to others.

Children really enjoy their play and learning. Many particularly enjoyed making Valentine's biscuits and mixing the ingredients. Children enquired at lunchtime about the biscuits and eagerly anticipated decorating them during the afternoon session. Other children were clearly delighted to play outside on the cars and trikes, whilst younger babies chalked on the floor and a chalkboard. They have some opportunities to learn basic Welsh, and enthusiastically count in both English and Welsh.

Children have regular opportunities to develop their independence such as putting on their coats. They confidently use the toilet facilities, washing their hands with soap and then carefully rinsing and drying their hands. Older children have learnt to check their faces in the mirror and wash them after lunch if needed. Children learn to pour their own drinks. Older children make good attempts at eating with a knife and fork, whilst babies are encouraged to feed themselves whilst supported by staff. Some opportunities at lunchtime were missed as, it was explained to us, some practices adopted to keep children safe during covid, had not yet been relaxed, for example, staff set the tables and handed out mugs as opposed to children helping with these tasks

## Care and Development

Good

Staff have a clear understanding of the nursery's procedures and implement them effectively to keep children safe and healthy. An appropriate number of staff have a suitable childcare qualification and all staff are encouraged in their professional development. Nearly all staff have current certificates in paediatric first aid and safeguarding, and all staff have food hygiene certificates. They successfully implement policies and procedures, some of which have been reviewed and updated during this inspection. Staff we spoke with have a sound understanding of their role in protecting children. They recognise signs and symptoms of abuse and are aware of their responsibility and the procedure to report concerns to the relevant authorities. Accidents, incidents, accident at home and medication records are completed appropriately. Children are provided with a good range of freshly prepared, healthy meals, snacks and drinks. Staff understand children's individual dietary needs and ensure that children have lots of physical exercise and access the outdoors regularly.

Staff understand and implement positive behaviour management strategies, such as diversion and praise. One child was really pleased to have got a sticker for their efforts. Staff act as good role models and are consistent in their messaging to children. For example, at lunch time all staff encouraged children to have good table manners, and during activities children are gently reminded to share and be kind to their friends.

Staff know the individual needs of children well. They have written information regarding children's key details before they start and monitor their development as they progress through the setting. Monthly observations are kept of each child, but these records are not organised effectively. Communication between staff, outside agencies and parents, help identify and agree strategies to support children effectively with additional needs. Staff promote some Welsh language through, for example, counting bilingually. Staff make the activities fun and as a result children sustain interest and enjoy their play. Staff readily encourage children to share their ideas about activities and toys they like to play with, and are mindful of children's interests and preferences when planning activities.

## Environment

Good

People who run the setting ensure the premises are safe, welcoming, and secure. The setting provides suitable space and facilities for children to receive good care and activities. There are effective risk assessments in place and staff carry out daily visual checks, including room temperatures to ensure the environment is comfortable and safe for children. Staff undertake regular fire evacuation drills with the children, which are recorded appropriately. Most maintenance checks for the building and appliances are routinely undertaken. Since the inspection, leaders have ensured that the building installation certificate has been updated and available for inspection.

People who run the setting ensure that the facilities meet the needs of the children cared for. There are suitable toilet facilities that older children can access independently. Sleep facilities for a variety of ages are available, and there are good procedures to check upon sleeping children. The baby base room has a suitable milk prep area and a wide range of age-appropriate resources to encourage children's all round development. Children have access to four outdoor play spaces, which are secure, and offer a good range of activities and use of equipment for children to develop physical skills. As children access the outside play spaces regularly, leaders have reviewed how to maintain temperatures evenly throughout the building and have purchased a 'Butchers curtain'. This, they explained, will be located on the main entrance door leading into the pre-school base room.

People who run the setting ensure that equipment and resources are suitable for the age of the children and that they are of suitable quality. Children can access many resources themselves, which supports their independence. The setting has suitable furniture such as child sized tables, chairs, and soft furnishings. Resources and toys are replenished as and when required and support an understanding of multicultural backgrounds through books, jigsaws and small world play.

## Leadership and Management

**Good**

People who run the setting maintain and share an up-to-date effective statement of purpose that accurately reflects the service provided and meets the NMS. Policies and procedures are clear, although had not been reviewed recently but some have been updated during this inspection. Records such as daily registers are fully completed and well organised.

People who run the setting have developed a comprehensive process to self-evaluate their service. They use various methods to gather and analyse feedback. These include parents, staff and children's questionnaires and face to face meetings. An annual quality of care report is completed, outlining the findings of the self-evaluation and identifies clear priorities. Accidents and incidents records are monitored monthly to identify any emerging patterns so that they can be responded to should the need arise.

Leaders follow timely and robust recruitment processes. They obtain references, Disclosure and Barring Service (DBS) safety checks, and employment histories, to safeguard children and ensure appropriate staff are employed. There is a thorough performance management process to support staff and help them improve practice. The induction procedure, one to one supervisions and regular team meetings ensure that key issues and any training required are discussed and appropriately monitored. For example, the deputy manager has recently completed their level 4 childcare qualification. As part of their level 5 training, they have planned to research and gain further understanding of the new curriculum and how to best implement this within the setting.

Leaders ensure that communication and engagement systems with parents are effective. They keep parents well informed through a variety of methods, including a regular newsletters and verbal daily communication. Partnerships with outside agencies and health professionals have also been established. This ensures leaders use these links to seek support and guidance regarding numerous matters, including seeking additional support for children who require it.



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

- R.1. Review how monthly observations are recorded and organised to ensure they can be tracked easily by staff.
- R.2. Ensure policies and procedures are reviewed and updated to be in line with current legislation.
- R.3. Review the practices adopted during covid and reflect whether these can be relaxed to facilitate children's independence more effectively at meal-times.

### 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
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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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