



## Inspection Report

**Little Acorns Day Nursery**

**37 Bryn Road  
Brynmill  
Swansea  
SA2 0AP**



**Date Inspection Completed**

24/11/2021

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## About Little Acorns Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Kathryn Jones
Registered places	34
Language of the service	English
Previous Care Inspectorate Wales inspection	18 September 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	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.

## **Summary**

Children are confident communicators. They know that their wants and needs will be met and so are settled and happy. They learn through their play opportunities and develop a range of skills. Staff are kind and affectionate towards the children. In the main, they promote children's health, safety and well-being well. Care staff ensure children benefit from a broad range of play and learning experiences. People who run the setting successfully ensure that the environment is safe, secure and well maintained. Care staff effectively promote children's learning and development by providing a wide range of good quality resources appropriate for children's ages and stages of development. Leadership at this setting is good because people who run the setting work effectively to ensure that the nursery is well run and organised. Overall, people who run the setting ensure that they meet the regulations and national minimum standards to provide good quality care. They have excellent partnerships with parents.

**Well-being****Good**

Children speak and express themselves well and are confident communicators. They know that their wants and needs, will be met by staff caring for them. For example, one young child indicated that they were tired, so staff ensured that they were comfortable and could relax on a cushion whilst the other children played. During lunch, care staff asked another young child if they wanted help to eat their lunch and they confidently told staff, "No!"

Nearly all children are happy, relaxed and they settle quickly to activities. They have positive bonds of affection with their key workers and enjoy sharing smiles and cuddles throughout the day. Children know the routines and this provides them with a sense of familiarity. For example, younger children quickly settled down to sleep after eating whilst older children lined up to put their coats, hats and shoes on ready to go and play outside.

Interactions between children and adults are consistently good. Children have close bonds with their carers and find comfort from their cuddles and conversations. For example, one young child liked to sit on their carer's lap and found their closeness to be comforting. Older children sustained interest in activities for a suitable length of time. For instance, almost all older children spent a long period setting up the train tracks and pushing trains along them.

Nearly all children engage well in play-based activities, show curiosity and explore toys confidently. For example, children selected magnetic letters and numbers, named them and stuck them onto the board. They identified the numbers and colours of the magnets in Welsh and English, when prompted by care staff. During outdoor play, they explored the resources and chose how they spent their time. Some played at the sand station, others played with hoops, skittles or in the playhouse. Children eagerly spoke about their craftwork, such as the autumn leaves they had painted, which were displayed on the walls and door.

Children develop a range of skills through the opportunities available. They benefit from participating in many fun activities that enable them to learn including lots of arts and crafts, sensory play, forest school sessions, role-play and physical activity. For example, young children splashed in the water station, selecting various sea creature figures. They explored the feel of them and attempted to verbalise their names. Children are supported to become suitably independent as they are encouraged to feed themselves, wash and dry their hands once they are able, find their coats and shoes in preparation for outdoor play.

## Care and Development

Good

On the whole, care staff understand their role and responsibilities well with regards to safeguarding and the promotion of health and well-being. For example, infection control procedures were good and they promoted a healthy lifestyle through the provision of nutritious food and snacks and regular outdoor play. Staff have a suitable understanding of the signs/symptoms of child abuse but do not have secure knowledge of the procedures to follow when raising concerns. Care staff keep records that show that children's health and safety are considered. This includes notetaking in the daily occurrence/incident books and completion of medication forms, although these do not always include a record of when/if earlier medication doses have been administered.

Care staff are consistent in their approach to managing interactions and are caring, positive role models. They are approachable and sensitive to the needs and experiences of individual children. For example, staff gave cuddles and reassurance to young children who were new to the setting and to those who felt shy around strangers. They engage children in conversation to support language development and to put them at ease. For instance, care staff asked some young children, "*Do you like Thomas the Tank Engine?*" which led to a conversation about favourite characters. They sang the theme tune to the delight of the children who joined in with the odd word and jiggled along to the tune. Care staff of older children promote good behaviours, such as sharing and turn taking. They prompted children to think by asking them questions to demonstrate their understanding, such as Welsh vocabulary.

Staff are committed to providing a broad range of play and learning activities. Children's art books show that they benefit from lots of craft activities to develop their creative and fine motor skills. Staff regularly observe what children can do and use this to plan next steps. Care staff place a high priority on outdoor play throughout the year and actively set up activities in the garden so children have plenty of fresh air. This includes regular Forest School sessions. Care staff keep parents informed about their child's day using daily diary books and verbal feedback at collection. Children's development records are kept by the setting until children leave the setting, although care staff do share this information if parents request it. Care staff adequately ensure that children can determine and control the content of their play as they largely place toys and resources out for them.

**Environment****Good**

People who run the setting successfully ensure that the environment is safe, secure and well maintained. They organise regular cleaning routines that reflect good hygiene practices with staff completing daily tasks and recording them consistently. People who run the setting ensure that the risk of cross-infection is further reduced through restricting visitors from entering the building in light of Covid-19. Shoe coverings are used or staff take shoes off in order to keep the environment clean, especially now new carpets have been fitted. People who run the setting ensure regular safety checks of utilities such as gas, electric and fire equipment. The garden area is well maintained and secure. People who run the setting have risk assessed appropriately. The rooms and bathrooms on each floor are clean although, changing mats in both bathrooms had split at the seams

People who run the setting provide children with a well-decorated environment, which takes into account the interests of the children with plenty of facilities to enhance their well-being and development successfully. Children can sleep or relax in a cot, cushions or on mats when they need to rest. Many resources are stored in children's view and suitably labelled. The outdoor area is sectioned to allow for different forms of play and for children's safety. For example, one tier allows children to develop their gross motor skills and to take risks, as there are balance beams and tyres to clamber on in addition to traditional slides, trikes and balance bikes. Natural areas have been cultivated to allow children to develop an appreciation of nature. People who run the setting place a high priority on outdoor play and the addition of a new canopy on the rear of the building allows free-flow between inside and outside.

People who run the setting effectively promote children's learning and development by providing a wide range of good quality resources appropriate for children's ages and stages of development. This includes natural resources such as sand, shells and loose parts. These are kept in clear, labelled storage boxes so children can see what is available, although due to space many are kept in the cupboard and rotated by staff. Equipment is child-friendly as they are of suitable height and size for the children using them. This supports children's independence.

## Leadership and Management

Good

Leadership at this setting is good because people who run the setting work effectively to ensure that the nursery is well run and organised. Overall, people who run the setting ensure that they meet the regulations and national minimum standards to provide good quality care. However, there were gaps in some of the attendance registers where staff had forgotten to sign out or record their breaks. We expect the people who run the service to take action to address this and we will follow this up at the next inspection. People who run the setting review their policies and have begun to date them, to show when they have been updated. They proactively inform CIW of changes or information relating to the running of the setting and implement recommendations. For instance, shortly following inspection, the registered person updated some policies that reflect the regulations and to make their procedures clearer. This included changes to the complaints policy to ensure that locally resolved complaints have a written response and the safeguarding policy to make the reporting procedures clearer for staff and to link to their 'Prevent Duty' policy, thus making a clear connection with this safeguarding issue.

People who run the setting evaluate and plan for improvement satisfactorily. They seek others views through social media comments and reviews, questionnaires and inspection reports. People who run the setting make judgements about the quality of care but tend to narrate what they do or provide rather than fully evaluate the effectiveness of these. For example, "*We are taking part in the Pre- School Awards and staff are being trained on Wellcomm to assist with children's speech and language development,*" without mention of how/whether these are having an impact.

People who run the setting follow timely and robust recruitment processes to safeguard children. They have good systems in place to update suitability checks and implement supervision well. This includes leaders conducting sometimes two interim appraisals/supervisions and a full appraisals each year. People who run the setting update a matrix to show when staffs' next review is due. Interim supervision focuses on achievements and obstacles or problems staff experience. People who run the setting set high expectations for staff and encourage them to develop professionally through training courses, support and observations of their practice. Staff felt that people who run the setting were approachable as they had an open-door policy and felt very well supported by them. The positive working environment this has created has ensured low staff turnover and job satisfaction amongst care staff. People who run the setting gave examples of recent methods they used to encourage staff motivation, such as recognition for 'kind act of the week' and staff awards.

People who run the setting have established very strong relationships with parents. They provide parents with information about the service prior to starting to help them make an informed choice, although this does not include the setting's key policies. These are available on request. Parents are kept informed through daily diaries, verbal feedback,



photographs and information on their social media page. Parents are given books of their children's artwork, which are sent home when full and lots of crafts and personal gifts the children have made are sent home. Parents and staff keenly provided feedback on the nursery during the inspection process and this was overwhelmingly positive with a few suggestions relating to policies, use of Welsh and children's choice. Such as, *"My child has flourished since joining this setting. I find they are more social at home and more independent."* Also, *"I am not aware of complaints process/policy but if I have a complaint I would speak with staff in first instance."*

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

R1 Ensure staff have secure knowledge of the setting's safeguarding policy and procedures, including those relating to the 'Prevent Duty'

R2 Provide more opportunities for children to choose what they play with and how they spend their time

R3 Replace the changing mats

R4 Further promote the Welsh language

### 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
30	The setting's records were incomplete	New



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