



Inspection Report

Little People`s Nursery

**Ivy House
High Street
Mold
CH7 6BQ**



Date Inspection Completed

25/05/2023

About Little People`s Nursery

Type of care provided	Children`s Day Care Full Day Care
Registered Person	Jeanette Burke
Registered places	20
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert] 28 August 2018
Is this a Flying Start service?	Manual Insert] No
Does this service provide the Welsh Language active offer?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates 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 decisions and communicate confidently. They make positive friendships and develop good relationships that help them to feel, safe and secure in their surroundings. Interactions are good and children learn respect, cooperation and the importance of sharing and taking turns. Children enjoy the activities and this supports them to develop a range of skills.

Staff implement the setting's policies and procedures effectively to ensure children are safe. They generally follow routines that help to promote a healthy lifestyle. Interactions are managed well by staff and they are good role models as they play alongside the children, promoting positive behaviour. Staff plan suitable activities for children and appropriately track their individual development.

People who run the setting ensure the environment is clean and well maintained and a safe and secure space for children.. The range of spaces indoors and outside are inviting and inspire children to play and learn. Resources are of a good quality and age appropriate.

People who run the setting are organised and ensure policies and procedures reflect current practice. Regular self-evaluation by people who run the setting ensures improvements are identified and made to improve the care and experiences of the children. Good relationships are developed with parents and opportunities are arranged for children to learn about their local community.

Well-being

Good

Children communicate confidently and can express themselves well. They know their ideas and needs will be understood and responded to appropriately by staff. Children happily share their ideas. For example, when choosing what song to sing next. Children move around their respective rooms, freely choosing from the activities and resources available. For example, a child in the baby room was able to access the storage boxes and get out the toys they wanted to play with.

Children are confident in their surroundings and they are familiar with the routines. This helps them to feel settled and secure to explore the environment. For example, children knew once they had tidied up, they sat down outside to have a drink before going inside for lunch. Children make friends and enjoy playing alongside others. For example, two children enjoyed spinning the hoops together when playing outside. They develop a good relationship with staff as they are consistent, so they are familiar to them. This supports children's confidence as they happily approach and play alongside them.

Children develop good manners and say please and thank you with only a few reminders from staff. They show care and respect towards others. For example, a child showed concern when another child was upset, wanting to comfort them to make sure they were alright. Children are learning to take turns, share and cooperate with others. They happily play alongside one another, taking turns and working together. For example, when taking turns to push their cars across the bridge they had made. Children respect the toys and resources. They use them appropriately and return them when asked to do so. For example, a child in the baby room put away the storage box when told it was time to tidy up.

Children focus and engage on activities as they enjoy what they are doing and can follow their interests. They happily tell others what they are doing as they are keen to share their experiences. For example, children had fun finding minibeasts outside and sharing this with us and other children.

Children independently move around the environment, accessing where and what they would like to play with. They have plenty of opportunities to learn independence skills; those who are able access toilet and handwashing facilities independently and younger children are supported and encouraged to feed themselves.

Care and Development

Good

Staff have good routines in place and implement the settings policies and procedures effectively. They understand their responsibility to safeguard children and what to do if they have any concerns. Registers are completed to record children and staff attendance. Records showed regular fire drills are conducted with the children, so they and staff understand the correct procedure to follow in an emergency.

Staff ensure children have regular opportunities to be active and get fresh air by planning times when they can access outside. They ensure handwashing is completed regularly to help prevent the spread of germs, but this is not always consistent when staff have dealt with personal care such as nose wiping. Tables are sanitised prior to being used by children for meals to help prevent cross contamination.

Staff engage well in children's play and learning. They become involved in activities and interact effectively, ensuring they are good role models. For example, encouraging sharing when a group of children were playing in the sand pit together. Most staff make mealtimes a sociable experience, talking with the children about their interests and likes as they sit together. Staff use praise appropriately to give children a sense of achievement and be proud of what they have done. For example, praising younger children who are attempting to feed themselves.

Staff are introducing a new way of planning that follows the new curriculum and focuses more on children's interests. Staff have a good understanding of what they want to achieve and actively seek support and advice to ensure they are following the appropriate guidance. Staff plan appropriate activities to ensure children can practise skills and have learning experiences that are interesting and promote curiosity. For example, children had been working on the topic of minibeasts and were keen to find some when they went outside. Staff assisted and extended this learning by providing magnifying glasses and getting the children to look around the space to find where the minibeasts might hide. Staff track individual children's progress and next steps in children's learning are considered in planning to help children develop.

Environment

Good

People who run the setting ensure the environment is safe and secure. Risk assessments are completed to ensure hazards are eliminated or managed well. Staff follow effective procedures including making sure external doors are locked and gates secure when children are outside. This prevents any unauthorised access or children being able to leave unsupervised. Any visitors are required to sign in and out so everyone can be accounted for if needed.

People who run the setting ensure the environment is well maintained and clean. The rooms are light and bright and decorated to create a warm atmosphere. Displays, which include children's work, are attractive and help give the environment a child friendly feel without being too busy. The different rooms give children of all ages the space they need to play, learn and develop. The newly refurbished outdoor area gives children exciting opportunities and experiences. Directly off the baby room is an enclosed area specifically created for younger children. It gives them a safe space to play, crawl, toddle or just sit and be involved in the activities. Older children have an area that gives them a range of opportunities to play, develop new skills and learn about the world around them. Appropriate facilities including toilets and hand washing are available and furniture and storage are a suitable height to allow children to be independent.

People who run the setting regularly review the resources available for children to ensure they are appropriate. Each room is equipped with developmentally appropriate toys and resources to support children's learning and allow them to develop a range of skills. The availability of natural materials and loose parts help to promote children's curiosity, problem solving skills and ability to take measured risks. For example, a child had made a bridge for their car from a piece of wood and some crates. They enjoyed pushing their car across the bridge but then decided they wanted to try and walk across. They used their skills to decide if it was safe and manage their own risk as they get off halfway as they did not feel safe.

Leadership and Management

Good

People who run the setting ensure paperwork is well organised and information is kept up to date. Policies and procedures reflect current practice and are implemented well by staff. The statement of purpose includes all the information parents need to make an informed decision if is the setting provides the right care for them and their child. People who run the setting play an active role in the day to day running of the setting, so they are fully aware of the care being provided.

People who run the setting actively seek the views of parents, children and staff to support them in evaluating the setting. Questionnaires are sent out annually and the results are reviewed and considered when improvements are planned. For example, by taking more photographs and uploading them on secure social media so parents can see what their child has been doing after this was highlighted in the feedback. People who run the setting complete an annual quality of care review to ensure they are meeting regulations.

People who run the setting have a good team of staff who work well together. They are managed well and those we spoke with said they felt happy and supported. This was also evident as the majority of staff had been working at the setting for a very long time and staff turnover is very low. Staff files evidenced people who run the setting have a good induction process in place and ensure staff are suitably qualified, experienced and have the necessary checks in place prior to starting in their role. Regular supervisions and appraisals are held with staff and the personal development plans help ensure training needs are identified and completed.

Good relationships are developed with parents. Staff share children's achievements and experiences verbally with parents when they are collected and younger children have daily diaries. This allows information including food intake and nappy changes to be shared. Comments on parents' questionnaires sent out by the setting include "*The nursery staff are always approachable and happy to help. It's clear to see how passionate they are and have the children's best interests at heart*" and "*I've really enjoyed the photos of the kids on Facebook as it gives me a really good idea what sort of activities they've been getting up to*". People who run the setting and staff help children to develop a sense of belonging within the community and effectively provide opportunities for children to meet local people of interest. For example, they had invited the local postman in to talk about his job.

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 10 - Healthcare	Staff need to ensure they promote good health and positive steps are taken to prevent the spread of infection in relation to how some personal care, especially nose wiping, is completed.

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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