



Inspection Report

Dandelion Day Nursery

**Sbectrwm
Bwlch Road
Fairwater
Cardiff
CF5 3EF**



Date Inspection Completed

27/11/2023

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About Dandelion Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Lesley Nurse
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	29 th August 2019
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	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>	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 are happy, settled and have worthwhile and consistently good experiences at the setting. They make positive choices about activities they engage in and are free to move between all opportunities offered within their room. Children have warm and strong relationships with staff and interact effectively with them. Children's social and independence skills are consistently good and are developing successfully.

Staff keep children safe and implement the setting's policies and procedures successfully. Interactions between staff and children are worthwhile and effective. Staff support the needs of all the children. They plan and offer a worthwhile and consistently good range of activities. These include activities indoors and outdoors.

The environment is welcoming and skilfully organised. Hygiene and infection control procedures are effective. The indoor and outdoor environments are clean, safe, and suitable for the children. All relevant risk assessments are in place and effectively ensure that all possible risks indoors and outdoors are minimised. The setting has a worthwhile range of good quality toys and resources for indoor and outdoor activities.

Leadership and management of the service is strong. The staff team are closely knit and work together successfully. Parents speak highly of the setting, the opportunities, and the care their children receive.

Children arrive eagerly at the setting and cope well with separation from their care givers. Children are clearly comfortable in their surroundings and with all staff. They have formed purposeful bonds with staff and each other, and this has a positive impact on their well-being. Children receive tailored support for their individual needs and are provided with a warm transition from their carers. Although the setting has a key worker system, children feel secure speaking with all staff. For example, children are supported by nearest members of staff when taking part in activities including making mud cakes outdoors and playing on the bikes.

Children have built worthwhile friendships with each other and successfully work together co-operatively. For example, in the outdoor area, we saw children searching for bugs and insects and sharing their finds with each other. They patiently wait their turn in all activities. For example, we saw children sharing small balls and waiting their turn to send them down drainpipes. They work effectively together when tidying up.

Children communicate successfully with staff and each other and show a positive interest in the wide range of activities on offer to them. Nearly all children show curiosity and explore a variety of valuable play opportunities. For example, children engage with outdoor activities, including hunting for spiders and worms. Staff encourage them to look under the small tree stumps and then to touch and hold the insects. They are keen to share and discuss their discoveries with each other and staff. Children are aware of their own moods and the feelings of others at the setting. Circle time offers the children opportunities to discuss days of the week, the weather and what they did over the weekend. Children are asked what activities and resources they would like to have access to on the day.

Nearly all children develop their independence skills through daily routines and the purposeful activities prepared. Examples include children deciding on the activities they take part in independently and to collect their coats and footwear to dress themselves. They are also encouraged to use the toilet independently and to decide whether to take part in outdoor or indoor activities. They can access all resources independently but always under staff supervision. Children are encouraged to feed themselves at snack time. However, they currently do not have opportunities to serve themselves. Through circle time, children are consulted with to gather ideas for activities and their suggestions for planning are noted and acted upon. Children's interests are appropriately displayed on a noticeboard within the setting.

Staff implement nearly all the setting's policies and procedures ensuring children are kept safe and healthy. They receive regular safeguarding training and confidently understand the setting's safeguarding procedures. Staff thoroughly record accidents and incidents and ensure documents are signed by parents. These records are analysed monthly, noting any patterns occurring. Staff also keep valuable records of pre-existing injuries when children arrive at the setting. Staff hold paediatric first aid training, enabling them to deal with accidents appropriately. The setting has systems in place to store securely and record the administration of medicines, including the time of last dose administered.

Staff positively encourage children to eat healthily, with healthy and nutritious food prepared. Children's dietary needs and allergies are dealt with appropriately and safely. Information regarding children's allergies and dietary requirements are clearly displayed including effective action plans and review dates. Staff are therefore fully informed regarding children's requirements. Staff follow the setting's procedures when serving food to the children. Children, under supervision, wash their hands before and after eating their snack. Children are offered and encouraged to independently serve themselves fresh drinking water at any time throughout the day.

Staff have positive and strong relationships with children. They implement a key worker system, but all staff interact powerfully with all children. For example, they discuss children's news of moving to a new house and what colour would their bedroom be decorated. The atmosphere is relaxed, and staff support children's social behaviour both indoors and outdoors and discuss ideas such as extending pipes for the balls to travel further. During snack times staff remind children of appropriate behaviour including the importance of sitting appropriately at the table and not moving to activities until they have finished. Staff implement behaviour strategies in line with their behaviour management policy. Examples of calm and appropriate interventions included "*I don't think she wants you to drive into her on the bike.*" Praise and encouragement are effectively used such as "*well done you for sharing.*"

Staff promote children's play, learning and development, planning a range of key tasks. Examples include arts and crafts, numerous outdoor investigations with bug hunting and ball rolling, and construction opportunities. Children's input to the planning is noted in a planning document. Through regular observations, children's development and progress are recorded and form the basis for further planning. Staff are aware of the needs of children with additional learning needs. Although occasional Welsh was heard within the setting, this is inconsistent and people running the setting agree and have highlighted this as an area they are keen to develop.

The setting's environment is safe and secure. Access to the setting is granted by staff through the main entrance, and children, staff and visitors arrival and departure times are recorded. The outdoor area is accessed through the setting and is surrounded by appropriate fencing. Risk assessments are in place, including signed daily safety checks of the indoor and outdoor areas. People who run the setting evidence that all other required safety checks are completed within appropriate timescales, including fire and smoke alarms, fire extinguishers and electrical testing. Children have access to toilet facilities. However, these require modification to improve and promote children's privacy and dignity effectively. This will also impact positively on the nappy changing facilities. Cleanliness of the main indoor areas is consistently good with thorough daily hygiene and cleaning procedures in place. Staff's cleaning expectations are clearly displayed including daily and weekly schedules and tasks.

The premises are warm and provide a safe and effective environment for children. The environment available to children is used purposefully to promote their learning and development and their curiosity. The setting has two open plan rooms, one for the younger and another for older children. These offer children positive access to age-appropriate activities and resources including good sleep provision for the young children. Resources are stored at appropriate levels and children can access them independently. The outdoor area is sufficiently resourced and is accessed independently by children through the setting. Outdoor resources include age-appropriate bikes, building blocks, sand and water pits and recycled tree stumps.

Children have free and independent access to all resources under supervision from staff. All resources are purposeful and securely stored where relevant. Due to the nature of the setting, the outdoor area provides limited privacy to the children but does not pose any potential risks. The setting provides a beneficial range of age-appropriate activities and resources that keep children engaged. These include a resourced construction zone with blocks, arts and crafts area, age-appropriate tables and chairs and a puppet theatre. All furniture and equipment are safe, clean, and well-maintained and were observed being regularly cleaned during the day. There was a range of resources available to promote cultural awareness, celebrations, and diversity within the setting.

Leadership and management of the setting is consistently good. People who run the setting are skilled and experienced and have a purposeful vision for its further development. They have strong expectations of staff and support them positively to do their best. This includes thorough regular training and planned staff meetings to discuss matters including safeguarding, activity planning and ideas for future developments at the setting. The statement of purpose provides parents with relevant information on how the setting runs. People who run the setting inconsistently review their policies and procedures at present. Policy reviews are not consistently signed and dated. Despite these inconsistencies, staff appropriately follow and implement policies and procedures. They have worthwhile record keeping systems in place including complete children's files, various risk assessments and thorough staff files. People who run the setting inform Care Inspectorate Wales (CIW) of events as set out in regulations, providing relevant information at the correct times.

People who run the setting have successful systems for the evaluation of the service. They regularly seek feedback from parents, staff, and children. Information collected is used well to identify priorities for improvement in the opportunities and facilities for staff and children. People who run the setting value their staff. They ensure qualified and experienced staff are always present to ensure children are safe. There is a strong ethos of teamwork within the staff team, and they work together to ensure the best opportunities and outcomes for children. People who run the setting conduct regular supervisions and appraisals and support staff in their professional and training requirements. Staff reported feeling supported by management and can confidently talk and discuss concerns with them.

Partnerships with parents and outside agencies are worthwhile and beneficial. Examples include working with the Cardiff Healthy and Sustainable Pre School-Scheme and Cardiff Business Support Group which has resulted in funding to improve opportunities for children. Staff share regular daily updates with parents when they collect their children. For example, we heard staff sharing children's sleep patterns, nappy changing, and food eaten during the day with parents. Parents evenings are held after hours regularly and offer an opportunity for parents to see their children's activities and speak to staff.

Parents told us their children receive consistently good care and feel involved in the setting. Comments we received from parents included "*they create a fun and safe place*" and "*Thank you for all the laughs, cries, advice and the best to ever work with.*" People who run the setting have developed beneficial links with local authority and local primary schools to ensure a seamless transition from one provider to another.

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
28	There was only one reference in place for one member of staff.	Achieved

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 8 - Nurture and well-being	Increase children's opportunities to be independent, especially at snack time
Standard 22 - Environment	Further improve the toilet facilities to make them welcoming for the children
Standard 5 - Records	Ensure all policies are consistently reviewed and signed and dated by the reviewer

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)
Increase the use of Welsh with the children in the setting

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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