



Inspection Report

The Flowers Day Nursery

**145 St. Helens Road
Swansea
SA1 4DE**



Date Inspection Completed

21/11/2022

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About The Flowers Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	The Flowers Day Nursery Limited
Registered places	32
Language of the service	English
Previous Care Inspectorate Wales inspection	31 May 2022
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>	Adequate
<u>Care and Development</u>	Adequate
<u>Environment</u>	Adequate
<u>Leadership and Management</u>	Adequate

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

Summary

Children have sufficient opportunities to make choices. They are happy and settled and they interact well, co-operate, and play happily together. Children enjoy free play and engage confidently in their learning experiences.

Staff engage in children's interests and respond to their needs effectively. They encourage a free-play learning environment with some planned activities to promote children's developmental skills. Staff have a good understanding of how to keep children safe and healthy.

The premises are warm and welcoming and there is ample space for the children to play and learn. However, the outdoor space was not used at the time of inspection. People who run the setting ensure children have an adequate range of age-appropriate furniture, toys and equipment.

People who run the setting have made significant improvements to ensure they manage the setting appropriately. They have policies and procedures in place to ensure that everyone is aware of their responsibilities in relation to the safety and welfare of children. People who run the setting are now fully compliant with regulations, although we have made some recommendations for further improvement. These are summarised at the end of the report.

Children have sufficient opportunities to make choices and decisions about their play and what they want to do. For example, some children chose to make a craft with staff, others played with the construction toys and some children chose to do jigsaws. Children enjoy choosing where they want to sit for snack and lunch and what they want to eat and drink.

Children are happy and settled and are excited to take part in the activities. Staff encourage the children to settle at their own pace; supporting them to engage when they feel confident enough through praise and reassurance. For example, when one child went to explore by themselves, staff acknowledged the child and encouraged them, "*Well done, you are giving it a go.*" Children approach staff confidently and are developing strong bonds of affection with them because they know they will respond to their needs. For example, when they want to go to the toilet, or they want cuddles and reassurance. Most staff respond promptly to the children with genuine warmth.

Children interact well and are developing positive friendships. They are learning to play together and create their own games, with help from staff if there is a disagreement. Children respond well to staff who explain things to them positively, respectfully and clearly. They are confident talking to each other, to staff and with us. For example, children were very excited to give high fives and talk to us about what they were doing.

Children are engaged in their play and learning and enjoy a sufficient range of activities and opportunities. They are able to make their own decisions about what they want to do. For example, one child continued to play with the trains instead of joining in with story time. However, children's play was sometimes interrupted by staff bringing them all together to take part in adult-led activities.

Children have access to an appropriate range of play opportunities and resources which promote their learning and engage their interests. For example, children were able to make their own craft, choosing what spots they wanted and where they wanted them to go. Children have some opportunities to develop their independence. For example, they are encouraged to use the toilet independently and younger children are supported to reach the toys they want to play with. However, there were some missed opportunities to develop their independence skills further. For example, at mealtimes.

Care and Development

Adequate

Staff show a good understanding of best practice in terms of how to keep children safe. They have appropriate training and staff confidently implement the required policies and procedures effectively to promote children's health. They consistently follow the setting's hygiene procedures, for example when changing nappies and when feeding and serving food. They understand they have a responsibility to protect children and confidently explained what they would do if a safeguarding situation arose. Staff have some knowledge of ensuring that they provide children with healthy snacks and meals, and they have good processes in place for dealing with allergies and specific dietary requirements. Staff follow the relevant procedures in relation to accidents and incidents and they maintain the appropriate records. They implement effective measures to ensure they know how many children are present and where staff are at all times. Fire drills are practised regularly with the children, so they know how to respond in an emergency.

Most staff are consistently responsive and interact positively with the children demonstrating warmth and kindness. They listen and respect children's choices and provide praise and reassurance when needed; for example, *"you did it," "well done, clever girl!"* Staff manage behaviour effectively, for example children were told not to run around in the kitchen at lunch time as not everyone had finished, and food was still being carried from the table to the kitchen counter. They encourage children to take turns and share; offering suggestions to help with disagreements. For example, *"Why don't you make this while you are waiting?" "Please remember to give your friend a go when you have finished your turn."* Staff are good role models as they encourage good manners and prompt the children to say *"please"* and *"thank you."*

Staff provide children with a good range of play experiences and use simple strategies to enhance children's learning. For example, when one child could not open one of the resources, they asked staff for help. Staff suggested they turn the resource around and try the other way. The child followed the instructions and was able to open it independently. The staff member praised the child, *"Well done, you tried it, and you did it!"* However, planning does not include sufficient enhanced outdoor activities alongside adult led opportunities. Staff explained they are transitioning into the new curriculum to help support this. Staff use some incidental Welsh and sing Welsh songs to help children become familiar with the Welsh language.

Environment

Adequate

People who run the setting ensure that the environment is suitably clean, safe and secure for the children. For example, the external doors are locked, and safety gates are in place in the play areas, in the hallways and on the stairs. People who run the setting ensure systems are in place to keep the children safe. For example, they carry out regular maintenance checks and have sufficient risk assessments for all areas of the premises. People who run the setting ensure that visitors sign in and out of the building when they arrive and depart. They carry out fire drills regularly and record them appropriately in line with regulations. They ensure the environment is free from potential hazards to keep children safe. For example, fallen items are removed immediately from the stairs and hallway to prevent trips and falls.

Overall, the environment is welcoming and friendly. Staff display children's artwork on the walls which provides children with a sense of belonging and creates a warm and colourful feel. People running the setting provide information for parents and have arranged a display board to keep them informed. People who run the setting ensure that children benefit from low-level furniture that enables them to access resources and toys independently. They provide suitable facilities to meet children's needs appropriately, for example, toilets seats and steps to reach the basins. Staff ensure children's privacy and dignity when nappy changing or using the toilet. The outdoor area is safe and provides a good space for the children to play and explore. However, staff did not allow children to go outside on the day of the inspection, despite children asking to go out to play. Staff responded to the children, saying it was too wet.

People who run the setting provide resources that are appropriate for the different ages and stages of development. The resources and equipment available to the children are of suitable quality. People who run the setting ensure that separate areas within the playroom allow children to choose whether they want quiet time, the opportunity to participate in craft work or to engage in play, for example, in the shop and home corner area.

Leadership and Management

Adequate

People who run the setting are taking appropriate steps to ensure they comply with regulations and the national minimum standards. They have a statement of purpose in place, which accurately reflects the way they run the setting. People who run the setting have an extensive range of policies and procedures that they review regularly and implement within the setting. They record accidents and incidents promptly and share the information with parents and carers. People who run the setting follow the relevant ratios and they deploy staff effectively. They complete a number of registers in a timely manner with all the necessary information.

People who run the setting have an annual self-evaluation process in place. The review was not available on the day of inspection; however, it was sent in to Care Inspectorate Wales (CIW) following the visit. They seek the suggestions and comments of parents and carers as well as children and include them in their review. People who run the setting are committed to improving the service that they provide and work well together to support each other as a team.

People who run the setting follow a safe recruitment process to safeguard children and have satisfactory systems in place to update suitability checks as required. Some files were missing references, however since the inspection, people who run the setting have confirmed they have applied for the relevant references where necessary. Staff are happy in their roles and feel their environment is a healthy and supportive one. Staff are experienced and suitably qualified and hold up to date certificates for safeguarding, first aid and food hygiene. People who run the setting supervise most staff appropriately. However, the responsible individual acknowledges some aspects of practice require further monitoring and improvement to ensure staff are confident in their roles.

People who run the setting are keen to work in partnership with parents. They share information with them through diaries, verbally and through social media, depending on parents' preference. Parents and carers feel welcome at the setting and appreciate the exchange of information they receive from staff. They are confident to approach care staff if they have any concerns and are happy with the care that is provided.

Recommendations to meet with the National Minimum Standards

R1. Develop children's independence further through allowing them to serve themselves at mealtimes.

R2. Continue to improve procedures for children's learning and development by fully embedding the new curriculum for Wales.

R3. Ensure children have frequent opportunities to play in the outdoor area.

R2. Ensure staff supervisions identify specific training needs and provide additional support where necessary.

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
30	The provider is not compliant with regulation 30 because they did not routinely complete an accident and injury record after noticing an injury to a child.	Achieved
24	The provider is not compliant with regulation 24 as they do not have sufficient care plans in place for relevant children.	Achieved

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
N/A	No non-compliance of this type was identified at this inspection	N/A
29	The registered person is not compliant with regulation 29 because they have not followed an appropriate disciplinary procedure in order to ensure children's safety and well-being.	Achieved
32	The provider is not compliant with regulation 32 because they do not have a compliant complaints policy in place.	Achieved

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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