



# Childcare Inspection Report on

**Gwenfro Tots**

**Gwenfro Portacabin  
Queensway Industrial Estate  
Queensway  
Wrexham  
LL13 8UW**



**Date Inspection Completed**

20/06/2019

**Welsh Government © Crown copyright 2019.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

<b>Ratings</b>	<b>What the ratings mean</b>
<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

## Description of the service

Gwenfro Tots Childcare offers sessional day care and runs from a building located behind Gwenfro Community Primary School in Wrexham. Janine Roberts and Jenna Roberts are the persons in charge of the day to day running of the service and Jonathan Stumpp is the registered person. The opening hours are Monday to Friday from 9:10- 11:40 and 12:10 – 14:40 term time only. The service offers flying start funded places and is registered to care for a maximum of 24 children between the ages of two and three years.

English is the main language of care with Welsh promoted. This is a service that does not provide the Welsh language ‘Active Offer’.

## Summary

Theme	Rating
<a href="#"><u>Well-being</u></a>	Good
<a href="#"><u>Care and Development</u></a>	Good
<a href="#"><u>Environment</u></a>	Good
<a href="#"><u>Leadership and Management</u></a>	Good

### 1. Overall assessment

Gwenfro Tots provides quality childcare. Children are very happy, settled and thoroughly enjoy attending. Staff are nurturing and committed to creating a positive ethos where children can develop a range of skills and feel valued. The carefully planned environment is stimulating and has a wide range of well thought out resources which benefit children’s outcomes. The service is effectively managed, leaders have strong partnerships with parents and successful self evaluation procedures ensure the service continually moves forward.

### 2. Improvements

Leaders have made improvements such as developing the outdoor area including a nature area where children can find bugs. Window guards and electric heaters have been fitted in the building. Leaders have recently taken on board a new electronic activity planning system.

### 3. Requirements and recommendations

We made recommendations in relation to outdoor play and activity planning.

# 1. Well-being

Good

## Summary

Children are happy and settled at the service. Their individual needs come first and they co operate well with adults and each other. Children are motivated, able to lead their own play and are developing well and becoming independent.

## Our findings

Children made choices, decisions and expressed their needs confidently. They could choose what they wanted to play with, who they wanted to play alongside and what they wanted to eat. Children's needs took precedence over daily routines. For example, a child who found it difficult to separate from their parent wanted to play with the toy animals rather than join in with the teeth brushing activity and this was respected. Children's interests were valued and linked to planned activities including the bugs, dinosaurs and dolls.

Children were happy, settled and comfortable. They understood the daily routine well, which ensured they felt secure and relaxed. For example, when they arrived they took part in self-registration by finding their photograph before settling down on the carpet to play. Children felt a sense of belonging as their craft work was displayed on the walls. They had good relationships with staff which was seen when they played alongside them sharing laughter and singing songs together. Children we spoke to told us they liked Gwenfro Tots.

Children co-operated well with adults and each other. They happily shared the collage materials and children were supported to take turns to feed the dolly. At the beginning of the session, we saw children smiling and greeting each other with 'hi' and enjoying each other's company, showing positive friendships had developed. They mostly responded well to instructions such as how to brush their teeth and listened well during story time.

Children enjoyed playing on their own, with friends or alongside staff. They showed good concentration when listening to stories such as 'Goldilocks and the Three Bears' and they thoroughly enjoyed singing 'If you're happy and you know it', giggling in between verses. Children were motivated, curious learners and they were confident enough to lead their own learning. For example, a child decided to carefully collect snails from the nature garden and watched intently as they came out of their shell.

Children had access to a good variety of experiences with toys and equipment within their reach which enabled them to follow their interests and be independent. For example, children decided to do some gluing and independently took the resources they needed to their table. Parents we spoke to told us their children's communication skills were developing well which we saw as they sang along to songs and used talk and gesture to communicate during their play activities. Independence was mostly successfully promoted by children being encouraged to do things for themselves such as putting their tissues in

the bin, tidying away toys and drinking from lidless cups. However, children's self help skills could be developed further by giving them opportunities to help at snack time. For example setting up and clearing away cups and plates.

## 2. Care and Development

Good

### Summary

Staff follow effective policies which keep children healthy and safe. Staff have a nurturing approach and manage interactions well, using a range of strategies. Children's learning is effectively planned for through a wide range of interesting experiences and staff ensure they meet children's individual needs.

### Our findings

Leaders were effective in keeping children healthy and safe. Staff understood the policies and procedures, including how to make a safeguarding referral, should they have a concern about a child. All staff had attended up to date first aid training and they completed accident and incident records accurately, sharing them with parents. Healthy food and drink was offered which was reflected in the service's menus and through what was offered that day. Staff had up to date food safety certificates and promoted good hygiene practices including washing hands before preparing food and wiping tables down after meal times. Staff taught children the importance of brushing their teeth which showed they were committed to promoting good oral hygiene. Staff provided regular physical play opportunities outdoors which promoted children's overall health and well-being and gave them a chance to be active.

Staff had a gentle approach towards the children. They were kind and caring and were genuinely interested in what the children had to say including interests they had outside of the service. Staff used effective strategies to manage children's behaviour for example, positive praise was used well to motivate children and reminded to walk during transition times. Situations were diffused successfully with staff intervening just at the right moment when children wanted to play with the same toys such as the vehicles on the carpet.

Leaders had recently adopted a new electronic planning and assessment format, which showed careful thought had gone in to planning meaningful activities for the children. Language and communication skills were developed through stories and staff modelled language very well which had a positive impact on children's speech development. Staff effectively recorded observations on children's progress which enabled them to track individual development and plan for children's next steps in learning. Staff encouraged children to problem solve which we saw when staff allowed children to think for themselves when completing activities such as the puzzles and jigsaws. Welsh language was successfully promoted with staff supporting children to count and sing songs in Welsh. Effective arrangements were in place for supporting children with additional learning needs, including working with outside agencies and in close partnerships with parents.

### **3. Environment**

**Good**

#### **Summary**

Leaders follow effective procedures which keep children safe and secure. The environment is well maintained and stimulating with a wide range of interesting toys to engage children. Resources and equipment are clean and in good condition and positively benefit children.

#### **Our findings**

Leaders successfully provided a secure environment for children. Doors were locked as soon as children had arrived and entry was controlled by staff at collection time. The outside area was enclosed which ensured children stayed in the play area, and inside the building a safety gate prevented children from entering the kitchen area. Visitors' attendances were recorded in a book and children and staff attendances were recorded in registers so that all people in the building could be accounted for. Fire drill records showed drills were carried out regularly which ensured children and staff understood the procedure should there be an emergency. Written risk assessments ensured potential hazards in the environment had been reduced or eliminated and were reviewed and updated regularly demonstrating effective safety procedures were established.

Leaders provided a well decorated, welcoming environment in a dedicated early years classroom with a wide range of facilities to enhance children's well-being. For example, comfortable rugs, attractive wall displays, cosy areas and the way furniture and resources had been thoughtfully laid out created a child centred atmosphere and promoted independence. This had also been recognised in the service's recent ITERS (Infant Toddler Environment Rating Scales) inspection where the service had been awarded the highest score in the Wrexham area, which shows their commitment to creating a good quality learning environment. Staff created a sense of belonging by providing individual coat pegs for children labelled with a photograph of themselves. The environment reflected the needs and interests of the children resulting in high levels of engagement at all times. The outdoor play space stimulated children's learning and was given a high priority, with staff offering daily planned outdoor play experiences. However, we discussed the possibility of staff providing longer periods of outdoor play by offering free flow access seeing as the layout of the building would allow this.

Leaders provided a range of resources which suited the children's age and stages of development. For example, clearly defined areas were available, some of which included a drawing table, craft area, role play house and musical instrument corner. The choice of resources stimulated and encouraged children to follow their own interests as we saw children help themselves to toys including sand and water toys before putting them back on the shelf. Outside, mostly promoted physical development but it was lovely to see staff encouraging children to be interested in the nature area and supporting children to water the plants in the herb garden. Resources we saw were clean and mostly in good condition



with staff cleaning toys daily, where necessary, and deep cleaning half termly.

## 4. Leadership and Management

Good

### Summary

Leaders run the service effectively. They are reflective and successfully evaluate the service resulting in improvement. Performance management processes are well managed and positive working relationships benefit children's outcomes.

### Our findings

Leaders were experienced, hard working and ran the service effectively. They had a clear vision that they successfully shared with others which resulted in sustained improvement and good outcomes for children. The statement of purpose was informative and accurately reflected the service provided, needing only a minor amendment which was done during inspection. Leaders ensured they complied with all relevant regulations and National Minimum Standards and they were knowledgeable about their regulatory responsibilities. Leaders ensured staff followed the service's policies and procedures but some policies did not have formal review dates noted on them.

Leaders had effective systems in place for self-evaluation. Parents and children's views were collected informally and through questionnaires and these were taken in to consideration when completing the annual quality of care review. Leaders created action plans with meaningful targets and agreed timescales, resulting in continual improvements being made. These included attending a wide range of training and making improvements to the outdoor area.

Performance management processes were effective. Leaders carried out meaningful supervision and appraisals and ensured training was kept up to date which resulted in staff being fully aware of the current best practice relevant to children in their care. Staff felt well supported and leaders set high expectations for themselves and others. Robust recruitment systems were followed which ensured the most appropriate people were employed for the role. All staff had up to date Disclosure and Barring Service (DBS) certificates which showed they were suitable to care for children. Staff induction was carried out diligently and leaders were meticulous in the management of paperwork and all records, including children's registration forms.

Leaders had developed effective partnerships with parents, professionals and the community. For example, children were taken on monthly outings to places such as Ty Mawr Country Park, the library and short walks around the local area which enabled children to understand they were part of the local community. Strong partnerships had been established with other professionals including the flying start teacher, designed to smile staff and the local school. Leaders communicated to parents informally at drop off and pick up times, they sent out half termly newsletters, and kept the service's notice board up to date. Parents were also invited to half termly language and play activity sessions which had

been a real success. Parents we spoke to were very happy with care their children received and rated the service as 'excellent' in their returned questionnaires. This showed leaders valued working in partnership with parents and other professionals, to improve children's learning and well-being.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

We recommended:

- Leaders consider how to incorporate free flow play opportunities in to the children's daily routine enabling children to access the whole curriculum both indoors and outside.

## 6. How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of inspections.

One inspector visited the service from 11:50- 15:30 on Thursday 20 June 2019.

We:

- observed practice and completed observations using the SOFI2 tool to evidence the children's engagement and the care being provided by staff;
- inspected the environment, toys and equipment;
- spoke to the children, staff and two parent/carers;
- read a sample of parent questionnaires sent out by the service;
- spoke to the persons in charge;
- looked at a wide range of records including the statement of purpose, policies, procedures, staff files and children's records and
- provided feedback to the persons in charge.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Jonathan Stumpp
Person in charge	Janine Roberts Jenna Roberts
Registered maximum number of places	24
Age range of children	2-3 years
Opening hours	9:10-11:40 12:10-14:40  Monday- Friday term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	21 March 2016
Dates of this inspection visit(s)	20 June 2019
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care'.
Additional Information:	

Date Published 09/08/2019