



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Trinity Childcare and Family Centre Ltd

**Aberfan
Merthyr Tydfil
CF48 4NT**



Date of Publication

Thursday, 17 May 2018

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Description of the service

Trinity Childcare and Family Centre Ltd is located in Aberfan, Merthyr Tydfil and is registered with Care Inspectorate Wales (CIW) to provide full day care for up to 52 children. The service re-registered in October 2017 due to a change in the status of the company, although the nursery has been operating from this building since 2011. The service is open from 7.30am to 18.00pm and offers a range of services including full day, wrap around, afterschool and holiday care for children between the ages of seven weeks to twelve years old. The service is run by a registered charitable organisation who have nominated a Responsible Individual (RI), who is also the Person in Charge (PiC), to manage the day to day running of the nursery. This is an English speaking service with incidental Welsh used through play and song.

Summary of our findings

1. Overall assessment

Overall we found that children receive a suitable standard of care from the staff at Trinity Childcare and Family Centre Ltd. There is a stimulating and caring environment where children experience a range of activities and enjoy themselves. They are able to forge close relationships with staff and their peers. There is a committed childcare team and the turnover of staff is low. Staff feel they receive good levels of support and their views are listened to. The management team are visible and involved in all aspects of the service. The feedback from parents indicates that they are very happy with the care provided to their children. The premises are welcoming and child friendly and a planned programme of maintenance, redecoration and development ensures that play areas are attractive and well presented. We identified non compliance issues in relation to some hazards in the environment and the deployment of staff during busy periods in the day nursery. However, these issues were isolated matters and the RI took action to meet compliance before the end of the inspection process. We noted that the RI was fully involved with the inspection process and was open and transparent throughout. She was keen to engage with CIW and committed to make the improvements required.

2. Improvements

Non compliance issues identified at this inspection were addressed immediately including;

- Painting of outside metals poles , removal of fairy lights and green leaves / flowers that were hanging and
- supervision of children in the day care area during busy periods was reviewed and deployment of staff rearranged.

Recommendations discussed at feedback were actioned following the inspection and CIW was notified that the following good practice improvements had been made;

- sleep area / procedures for babies have been reviewed;
- medication policy reviewed and updated;
- insurance for car / bus confirmed as appropriate cover for business use;
- toilet brush / holders removed from children's toilets;
- staff ID – Photographic ID of staff have now been added to staff file;
- staff reminded when wiping children's faces / changing bibs etc. they must approach from the front informing the child what they are going to do;
- timescales for children sitting and the serving of snacks / meals are monitored to ensure children are not waiting at the table for long periods of times;
- length of time the children are sitting at circle time reviewed;
- babies now have all meals in an area with older children / toddlers – thus the eating area close to the nappy changing facility is no longer in use and
- nappy changing unit moved to new area providing privacy to children being changed.

3. Requirements and recommendations

At this inspection, we found non compliances in relation to some risks in the environment and the supervision of children. However, the RI took immediate action to rectify the issues identified and compliance was met by the second visit. We made good practice recommendations which are summarised at the end of the report.

1 Well-being

Summary

Overall, we (CIW) found that children are able to learn and develop as individuals, in a nursery which provides activities suitable for their age and stage of development. Children are comfortable in the setting and most confidently explore the areas available to them. Children are familiar with the routine and have developed friendships with their peers. There are some opportunities for children to be independent and they can develop self help skills.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to speak up and they know that staff will listen to them. Children frequently approach staff to ask questions and the responses they receive are positive and encourage children to give their opinions and feel included. We saw a child ask for help getting some small world toys out and a staff member helped the child to do this. There are opportunities for free choice and children choose what they are interested in. Some children are confident to ask for other items which are stored out of reach. We heard one child ask a member of staff if they could have some books from a storage box and this was facilitated. They are able to contribute to ideas and make their own decisions. Staff respond to the children's preferences, follow their ideas and gain feedback from them about activities.

Children have opportunities to make decisions and are listened to when they speak up. This positive practice helps children to gain a sense of belonging and feel valued.

1.2 To what extent do children feel safe, happy and valued?

In general, children are familiar with the routine of the service which gives them a sense of belonging. Children develop bonds with key workers and we saw that children are comfortable to approach familiar people when they needed help and reassurance. Younger children were content and settled in the care of the staff. The children gave staff eye contact frequently and looked to them for approval as they moved around the rooms playing with toys. We saw staff praise young children as they played and children enjoyed this interaction. One child clapped her hands and smiled in response to a member of staff's praise. Some children were initially unsure of our presence and they sought reassurance from the staff, by watching their reactions or seeking a cuddle. They quickly continued to play after they had received this demonstrating a sense of security.

Children feel safe and happy at this service where they are valued and treated with warmth and affection.

1.3 How well do children interact?

Children are learning to share, socialise, and consider each other, in line with their age and stage of development. We saw they are developing the skills to help them to

play together, share toys and take turns. They are able to sort out some disagreements for themselves or with the support of staff who were available when needed. They respond well to instructions from staff and follow their lead with activities such as tidying up and washing their hands. Parents we spoke with told us their children talk happily about their friends at the play group.

Children are learning to manage their behaviour and co operate in a supportive and caring environment.

1.4 To what extent do children enjoy their play and learning?

Nearly all children are motivated to engage in play and learning. There are also opportunities to relax and enjoy quiet times. Older children have the freedom to explore their environment indoors and outdoors. Children are able to concentrate for an appropriate amount of time for their stage of development. There is a balance of child initiated, uninterrupted play as well as frequent opportunities for adults to lead focused tasks. Children generally sat with one member of staff to undertake focused tasks, such as craft and sand play. Some children played in quieter areas with construction toys, the home corner or to sit and look at books. They were content with these activities and showed natural curiosity and interest in what they did. Children told us what they enjoy doing at the setting. They told us they are able to engage in physical play outdoors and they enjoy having fresh air.

Children enjoy their play and learning which means they are positively occupied.

1.5 How well do children develop, learn and become independent?

Children are learning and developing well. They have access to a resourced play environment indoors and outdoors with a good variety of different play and learning opportunities. We heard some incidental Welsh used during singing and play activities however this could be further developed. Most children are busy and engaged. Children make progress as their development is monitored and activities are planned to help them gain new skills. Children's self-expression is encouraged and conversations are extended through showing interest and giving positive responses. In general, children are in the process of acquiring competent self-help skills and are making good progress. This could be further developed in the day care area of the nursery during mealtimes by encouraging children to select finger food, pour drinks and set and clear the table where appropriate.

Children have some opportunities to develop independence skills and enjoy the challenges this presents as their self esteem and confidence is enhanced. Children are learning and developing as individuals and appropriate records are retained to monitor their development. The use of the Welsh language can be further developed to promote the Welsh bi-lingual language for the children.

2 Care and Development

Summary

Overall, we found that staff are aware of their roles and responsibilities in caring for children. Most of the staff team have undertaken further training to enhance their knowledge and continue their professional development. They are responsive to children and make them feel welcome. We identified some areas of improvement which were well received.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff promote children's well-being through implementing the setting's policies relating to healthy living. They have achieved the Healthy Snack award and they promote dental hygiene by taking part in the Design to Smile initiative in which they have achieved the gold standard. Children's ill health is monitored carefully and records retained to show actions taken. Staff are aware of the importance of safeguarding and stated they would follow what was detailed within the safeguarding policy. We spoke to staff and it was evident that they understood what action to take if they had a concern in relation to child protection. Staff undertake regular refresher training for first aid and food hygiene. There are detailed records of any accidents occurring in the nursery and they are monitored carefully to identify any patterns or issues. Incident, pre-existing injuries and medication forms are also completed. We recommended that these are monitored for any patterns or trends. During the first day of our inspection we noted that the supervision of children in the day nursery area during busy times, for example clearing away after mealtimes, was poorly managed. However, staff remained within ratios in the room, albeit occupied completing chores. We informed the RI that this was an area of non compliance. She took immediate action and the deployment of staff was addressed by the second visit of the inspection and compliance was met.

There are some good systems in place to keep children safe and healthy. A system to monitor and review pre-existing injuries should be implemented.

2.2 How well do practitioners manage interactions?

Staff at the service promote and model good behaviour and use positive language. We heard phrases such as, "no thank you" when children displayed unwanted behaviour and praise was used to acknowledge good behaviour such as sharing and taking turns. We did not see any disagreements between children and they interacted very well together. The noise level was consistently low and there was a calm atmosphere throughout. Staff are usually at the children's level to encourage listening and to ensure children understand any requests.

Staff are consistent in their responses to children which help children to understand what behaviour is or is not acceptable. Children are able to learn from the role models who care for them.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

Staff work well together to support each other in creating an environment that is welcoming and nurturing for all children. Activity planning is completed regularly and this information is linked to the children's individual developmental records. Information on themes and topics is made available to parents through displays and newsletters. The staff use different observational methods to note down children's developments. We suggested that these records are consistently dated for auditing purposes. Weekly activity plans identify learning outcomes for individuals to help children learn at their own pace. Through our observations and some discussion with keyworkers we found that they knew the children well and were able to share in-depth knowledge of each child's knowledge and personalities. The staff are willing to support children with additional learning needs should they need to provide extra support. We were provided with information on how professionals are involved at the setting and each child would have an Individual Education Plan.

Children benefit from a team of staff who work well together to provide play and learning opportunities for all children.

3 Environment

Summary

Overall, we found that the setting is well maintained and suitably resourced. Children are cared for in a secure, clean environment. Children have access to large outdoor areas which are well resourced. Increased attention is required to ensure that any hazards in the environment are identified and addressed without delay. There is a comprehensive planned programme of maintenance, redecoration and development to ensure that play areas are attractive and well presented

Our findings

3.1 How well do leaders ensure the safety of the environment?

Children benefit from an environment which is secure and well maintained. The rooms are resourced appropriately for the ages of the children attending. There are systems in place to manage infection control and cleaning rotas are displayed. Staff have a good understanding of these procedures. The setting is registered with Environmental Health who awarded them a four star food hygiene rating. Admissions to the service are managed well and staff take care to register children in and out of the building. The entrance to the nursery is controlled by a locked door. Risk assessments are reviewed and we examined a sample of these and found that they were suitable for the type of activities provided. We noted that the reading area had been decorated with some stringed fairy lights and hanging coloured strips of material which could potentially be hazardous to children. We also noted that the paint on the metal posts in the outdoor area of the day care room had perished and were rusty in places. As a result paint was peeling and chipping off. We spoke to the provider and informed her that this was an area of non compliance. She took immediate action and the strips of material and string lights were removed immediately and the metal posts were sanded and painted within 48 hours therefore achieving compliance. There are contracts in place to service the gas boiler and undertake electrical tests. Practice fire drills are carried out which is in line with the National Minimum Standards for regulated childcare.

Staff follow the settings procedures to ensure the environment is safe, clean and secure for children. Care must be taken to ensure hazards to children are identified and addressed without delay.

3.2 How well do leaders ensure the suitability of the environment?

Most areas of the nursery have ample space indoors and outdoors for children to play. The areas are divided to provide areas for meals, relaxing and sleeping and play. Activities are planned to use different areas allowing children to have a range of options including physical play. The space in the baby area is limited a maximum of eight babies can be cared for at any one time. We noted that the dining area for babies was located close to the baby changing area, although staff explained that during meal times an alternative space is used for nappy changing.

The sleep area for babies is located on the top level of the baby area and children are placed on large cushions to sleep. Two cots are also available for babies to sleep if required. We spoke to the RI about the positioning of the changing areas which did

not offer privacy to the children and needed to be relocated away from the dining area. We also discussed the baby area in general and the need to consider the space available and review their uses. Following the inspection we were informed that the changing area had been relocated to offer increased privacy and the baby dining area had also been moved to free up more useable space. Outdoors, children have access to large play areas which large fixed equipment including playhouses, planting areas, log circles, mud kitchens and large areas to run and play. These areas provide free flow play from the main play rooms. We saw children use this space for short periods of time. Additional activities were provided outdoors to encourage children to explore the areas further. A children's bathroom and changing facilities are easy to access from both play rooms.

The staff and leaders use the space available to them to offer a good variety of suitable activities and opportunities within the setting both indoors and outdoors.

3.3 How well do leaders ensure the quality of resources and equipment?

There is sufficient child sized furniture, toys and resources available to cater for the needs of the group. There is a good variety of easy to access creative and writing materials along with resources to support early mathematics. We saw a small selection of books available for the children which could be displayed in a manner to allow easy access for children. There are some resources which reflect other cultures but the RI told us that this is usually promoted through specific activities and celebrations. Some areas are labelled and there are many visual aids which help children to identify what they are looking for. Staff told us they tell children what other items are stored in boxes and high cupboards to let them choose. However we discussed the need to ensure that areas remain set up during transition times including meal time as many resources were put away and children had limited resources after meal times until staff had the opportunity to put resources out again .

The resources and equipment used within the setting standard and meet the needs of the children attending.

4 Leadership and Management

Summary

Our findings

Overall, we found that the setting has adequate systems in place to manage their service. The RI was very receptive to feedback and demonstrated a very good understanding of the National Minimum Standards for Regulated Child Care. The recruitment and management of staff is effective. We made some recommendations which could improve the quality of operational systems.

4.1 How effective is leadership?

The leadership team including the RI, deputy manager and room leaders have specific responsibilities and work closely together to ensure the service runs effectively. An accurate picture of the service is provided for parents through the Statement of Purpose, policies and procedures relevant to them. We examined a range of documentation and records maintained at the nursery and found these are mostly well kept. Policies and procedures are made available to parents when they start using the service and there is plenty of information available in the reception area. All policies are reviewed by the RI and are shared with staff. We spoke to members of staff who confirmed that policies are shared when they are updated. Children's records, registers of attendance and daily checklists are maintained well. All staff are responsible for the completion of a variety of records and they understand what needs to be undertaken daily. The RI has considered the latest information available regarding regulatory changes.

The nursery is led by an enthusiastic and well organised leadership team who create a positive atmosphere which focuses on ensuring good outcomes for children and staff work well together to ensure their service operates smoothly.

4.2 How effective is self-evaluation and planning for improvement?

There are systems in place to self evaluate the service. We saw evidence that team meetings take place. Staff told us that they are a very close team and tend to have more informal daily discussions. These give staff and leaders opportunities to raise any issues and discuss what is current. The staff told us they are supported by the RI, who undertakes staff supervision with individuals. We noted that the supervision of staff could be further developed and recommended that leader undertake further training in this area and that records area reviewed. This will help to monitor the service and when issues are identified they can be addressed quickly. There is a complaints policy in place for the service. We examined documentation relating to a recent concern and found that there service had followed the procedure, undertaken appropriate enquiry and identified clear outcomes. The documentation identified the outcome of the investigation and all actions taken. We noted that requirements made by Flying Start and Environmental Health had been actioned without delay. Recommendations made during the inspection were addressed immediately. The RI is clear about her responsibility to undertake a quality of care review when required by CIW.

The RI draws on improvements identified through quality assurance schemes to evaluate the service and plan for improvement.

4.3 How effective is the management of practitioners, staff and other resources?

The management of staff is undertaken by the RI. We reviewed a sample of staff files and found that these were organised well making information easy to access. We noted that photographic ID that was not in a staff file was acquired and the file updated during the inspection. Staff have opportunities to undertake further training and this is usually highlighted in their annual appraisals. This can help them identify areas for development. The RI is involved in the day to day operation of the service which is a support to staff and helps to identify general management requirements. The staff turnover is low which provides consistency for children. All staff receive an induction to the service. They told us they feel supported to do their jobs well.

The RI is aware of safe recruitment procedures and has developed systems to help manage recruitment and operate an effective service.

4.4 How effective are partnerships?

The setting has good systems in place to liaise with parents and gain important information regarding the child's needs and how best to care for them. This information is shared with key staff. Staff talk with the parents about their child as they are collected or dropped off. Parents told us they were happy with the feedback and the service they receive and that they were given plenty of useful information when they first started using the service. One parent told us the daily sheets were very useful, to know what the child had eaten etc. There was evidence of joint working with other professionals such as health visitors and speech and language therapists and ALN professionals

Partnership working with parents other professionals is effective.

5 Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

First inspection Post Registration

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

The following practice recommendations were discussed:

- Establish a system to monitor and review pre-existing injuries and incidents , identifying any patterns;
- Ensure that bibs are appropriate to the age and size of the children;
- ensure an armchair or appropriate seating area is available for staff to sit and feed babies bottles;
- ensure that all areas have adequate resources setup at all times including transition periods between mealtimes;
- ensure staff use mealtimes as an opportunity to chat and develop children's social skills by sitting with the children;
- increase opportunities in which children can make choices and be independent at mealtimes ;
- information maintained in children's development files to be dated appropriately
- increase the use of incidental Welsh;
- ensure all blind leads are secured appropriately;
- leaders to update training on staff supervision and develop current supervision of staff including records;
- display reading materials to allow children to view what is available with ease;
- review and develop Welsh , multicultural and natural resources throughout the service;
- table tops to be wiped between different courses at mealtimes;
- ensure all records are fully completed with no gaps.

6 How we undertook this inspection

This was a full inspection undertaken slightly earlier than planned to consider information outlined to us in a concern regarding the supervision of children .Two inspector's undertook an unannounced visit to the service over two days.

- We observed children and the care they received;
- observations were carried out using the SOFI 2 tool (short observational framework for inspectors);
- we reviewed information held by CIW, including parent and staff questionnaires;
- we undertook a visual inspection of the premises;
- we spoke to a number of children and some parents;
- we also spoke to the staff and leaders working at the service and;
- we looked at a wide range of records. These included focusing on the statement of purpose, staff files, health and safety policies and records, children's files developmental records and routine checklists and records.

Further information about what we do can be found on our website www.cssiw.org.uk

7 About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Tania Stephens
Person in charge	Tania Stephens
Registered maximum number of places	52
Age range of children	7 weeks to 12 years
Opening hours	7:30am to 6:00pm
Operating Language of the service	English
Date of previous CSSIW inspection	First Inspection post registration
Dates of this inspection visits	20 & 21 March 2018
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 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. We recommend that the service provider considers Welsh Government's More ' <i>Than Just Words follow on strategic guidance for Welsh language in social care</i> '.
Additional Information:	None