



Childcare Inspection Report on

Puddle Ducks Preschool

**Ysgol Y Mynydd Du
Talgarth
LD3 0DQ**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date of Publication

24 January 2019

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Description of the service

Puddle Ducks Preschool is registered to care for 30 children. The responsible individual is Dawn Harris and the person in charge is Rebecca Days. Children from 2 – 5 years old can attend the service. The service is based on the site of Ysgol y Mynydd Du in Talgarth. There are suitable facilities on site and an appropriate area for outdoor activities.

The main language is English, and the service is working towards providing an 'Active Offer' of the Welsh Language as it provides many bilingual opportunities for the children.

Summary of our findings

1. Overall assessment

Children that attend the service are happy and content and enjoy the time spent with the staff and their peers and the activities provided. The staff respond to the children's requirements and the relationship between them is relaxed and happy. The staff are well qualified and very experienced and they know the children well. They are well motivated and strive to make a difference in children's lives. This service provides a positive start to children's education.

2. Improvements

None

3. Requirements and recommendations

We have made two recommendations regarding children's Well-being and two recommendations for Leadership and Management. The person in charge should look for opportunities to further promote children's independence at snack time and the timing of ICT activities, and also amend staff files and paper work.

1. Well-being

Summary

The children are happy, confident and content and enjoy their time at the service. They feel comfortable in their surroundings and this promotes their self-confidence and their social development. They enjoy a happy and caring relationship with the staff and attention is given to individual needs. The children benefit from attending the service and they receive warm and respectful care.

Our findings

1.1 To what extent do children have a voice?

The children receive constant attention and are given many opportunities to express what they would like to do and they are listened to.

The children benefit from a wide variety of activities to choose from and an extensive selection of resources to complete these activities. We saw the children engaging with a variety of activities as soon as they arrived, and during periods of free play, such as, craft work – gluing shapes to create a house, making a collage, role play and Lego. Children were given opportunities to choose an activity and change over when they wanted. An informal system is in practice to provide snacks for the children which provides them with the opportunity to choose when to take their snack. This is done by serving snacks at one table while other activities are still going on around them. Later on, children were put in groups and were able to choose from informal activities and some structured tasks. Providing the children with these choices gave them an opportunity to express preferences through choice. Children were also provided with a wide range of activities in the outside area, and were constantly asked what they would like to do.

Children benefit from the stimulating atmosphere and the plentiful opportunities to express themselves, every child's voice is respected and they are listened to.

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

The children are content and happy with the staff and chat freely with them. Many of the children were confident and happy to chat with the inspectors.

We saw the lovely relationship that existed between the children and the staff, which enabled the children to show respect towards others and their peers. Children were praised for being courteous and saying thank you. Children were encouraged to be polite to each other and celebrate other children's achievements. This was evident after a group of children built a zoo together and other children were reminded to be mindful when playing nearby so as not to damage the construction. There is a reward system in practice and children strive to do well to have their names written on the reward table. The children feel they are appreciated by staff who know them well and are able to engage them in conversation about their families, their home life, their hobbies and achievements and their day in school. This close relationship meant that

children were comfortable with staff and were happy to be teased about things. This further developed the relationship between them.

The children feel comfortable and content in the care of the staff and they are treated with respect and dignity.

1.3 How well do children interact?

Children interact well and are learning to control their behaviour, co-operate, take turns and help others. They are learning how to build relationships with others.

As soon as children arrived at this setting it was evident and lovely to see the positive interactions as they played together. Children were encouraged to play and work together to achieve their aims. This was seen when children played with the Bee-bot and when building a zoo as they helped each other. Children benefit from the consistent and regular encouragement about acceptable behaviour. Children receive positive persuasion, constant praise and the use of gentle voices to encourage them to demonstrate positive behaviour. Children were seen to be very helpful at tidying up time and were praised for doing so. This stimulated the children to behave in a way that was acceptable to others; to gain praise from the staff, and to be included in the reward scheme. The children reflected the behaviour that was modelled constantly by the staff. We saw children who were totally immersed in their activities and noise heard was that of happy children interacting with each other.

The children are led by a good example on how to build a happy relationship with others and also to respect others. This is effective motivation in their social development.

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

The children thoroughly enjoy the opportunities to play and learn, and they were fully engaged with the activities provided for them.

We saw that children enjoyed playing, were industrious and inquisitive when learning and responded well to questions from staff. They were challenged by staff and were interested in discussions on colours, days of the week and the weather. Children were given many opportunities to use the Welsh language as they sang songs and responded to questions about feelings in Welsh. We also saw at story time, that children answered questions about colours in Welsh. The story was enhanced for the children by the use of puppets, and added to the children's enjoyment. Children were kept busy whether they were playing freely or involved in a more structured activity which maintained their interest in the activities. They were totally immersed in their activities, industrious and were seen to be enjoying themselves.

Children receive a good balance of structured activities and free play, which gives them the opportunity to make simple decisions and to learn and develop through play.

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

Children receive varied opportunities to develop, learn and become independent.

Children are learning well at this service as they are given encouragement to develop linguistic and numeracy skills constantly. They are also given ample opportunities to develop social skills and awareness of their responsibilities are being nurtured. However, during snack time children's independence could be developed further by encouraging children to help themselves to food and to pour their own drinks. We saw children playing games on the computer for limited periods.

Children are given positive support to learn and follow personal interests and are beginning to become independent.

2. Care and Development

Summary

The staff in the preschool have succeeded in building a warm relationship with the children and have created a caring environment. The staff are familiar with and show a good understanding of key policies and procedures and they know when and where to seek help.

Our findings

2.1 How well do practitioners keep children safe and healthy?

A broad range of procedures are in practice to ensure the safety and health of the children.

Staff follow procedures to ensure children are kept safe. In conversation we found that members of staff were familiar with the Child Protection policy and knew which steps to take if any concerns arose. Also staff were aware of safety procedures and these were put into practice in their daily routines. A daily register of children and staff's presence was kept and was found to be up to date. We saw evidence of daily safety checks of the environment, resources and equipment., and the person in charge was advised that they continue with this good practice in the new premises. We saw that an Accident Book was comprehensive and up to date and accidents recorded were counter signed by parents. Children's health is also given attention, we saw children wearing sun hats before going outside to play. Also children are given healthy food at snack time, on the day they received fruit, bread sticks and a drink of milk or water. Risk assessments risks were in the process of being reviewed.

This is a well organised service and staff take effective steps to ensure that they successfully keep children safe and healthy.

2.2 How well do practitioners manage interactions?

The staff promote positive behaviour at all times. The children are treated with respect and are continuously given a clear example of acceptable behaviour.

The staff have built a warm relationship with the children which creates a friendly environment in the setting. Staff gave all their attention to the children at all times and treated them with dignity and respect, constantly asking children, 'Would you like to...?' As staff engaged children in conversation they modelled positive behaviour which was reflected in the children's respectful behaviour. Staff knew the children well and were able to chat with them about their families and home life and in so doing developing a lovely relationship with them. The staff worked in accordance with their Behaviour Policy constantly. Staff reasoned with children to enable them to make the choice to share with their peers and take turns when playing. Staff reminded children of their safety and any risks that arose, using positive persuasion.

The staff have succeeded in setting behaviour boundaries while allowing the children the freedom to be relaxed and happy and also lead by example.

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

The staff have provided a motivating environment where children can play, learn and develop. The person in charge is aware of every individual's development and this is fed into the activity plan. The staff are aware of individual needs and respond appropriately.

We saw staff encouraging linguistic development by giving children constant attention and guiding conversations. Staff modelled good use of language in both English and Welsh so that children could follow suit. The staff were aware of the need to vary activities regularly in order to keep children interested. This was evidenced in the activity plan with structured and informal activities taking place at the same time enabling children's development. A weekly plan of activities was on display in the play room and through conversation we found that all members of staff played a part in the planning which gave them ownership of what goes on. Children's work is kept in files with references to development stages which then fed into the planning of activities. We saw photographs of the children engaged in a wide variety of activities, some of which promoted varying cultures.

The staff provide a stimulating environment and activities for the children to promote their development and wellbeing and successfully respond to individual needs.

3. Environment

Summary

The service operates from suitable rooms on the site of Ysgol Mynydd Du, Talgarth. The environment is colourful and welcoming and has ample space for free play. The toilets are nearby and also a kitchen. Children do not have access to the kitchen area. There is a suitable area for outdoor activities.

Our findings

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

There are procedures in place to ensure that children receive care in a safe and clean environment.

There was plentiful space for children to play freely in the rooms provided. Staff were aware of risks when resources and toys were left lying around, and children were encouraged to tidy up after themselves and put toys and resources away after they had finished with them. Risk assessments were being amended. The outside area is secure and provides children with ample space to play freely and safely. Daily safety checks of play areas are performed daily and recorded.

Leaders consider and assess any risks that arise continuously. They have succeeded in creating a motivating environment which is safe but also gives opportunities to experiment and develop.

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

Leaders provide an environment that is suitable for children. There are motivating resources and plentiful space which meet individual needs. The playrooms have been set out and planned to promote children's independence and development.

The playrooms are large, airy, colourful and welcoming with a colourful and appropriate display area to encourage children's learning and development. The staff had not had an opportunity to display children's work, but we saw samples of work which will be displayed on walls to give children a sense of belonging. The play rooms and the outside area have been set out in varying experience areas in accordance with the Foundation phase ethos, such as craft and creating, ICT, manipulative play, home/shop area, reading corner, music, water play, role play and snack area. All the resources and equipment are accessible to the children which promotes their independence. Suitable toilets are next to the play rooms and also a kitchen area.

Leaders have succeeded in creating a welcoming environment where children can have fun. The premises motivates and enriches the children's development and experiences.

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

Leaders make the best use of the spaces available for the benefit of the children and quality resources and furniture is provided for them.

This service had new furniture, equipment and resources. since moving premises. The furniture is appropriate for children and of good quality and offers opportunities to enrich children's experiences. Everything is accessible to the children and promotes their independence. There were some Welsh resources available for children. Leaders had given much attention to sustainable resources and we saw a broad variety of wooden toys and also recyclable materials.

Leaders have successfully gathered a wide range of resources and equipment to encourage children's development, all of which were of good quality.

4. Leadership and Management

Summary

The responsible individual and persons in charge are aware of their responsibilities in relation to the Child minding and Day Care (Wales) Regulations 2010. They ensure that all staff attend essential and relevant courses to improve and develop the provision.

Our findings

4.1 How effective is leadership?

The person in charge gives strong leadership to staff and ensures that policies and procedures contain appropriate information and staff's understanding is monitored.

We saw that the policies and procedures file was complete and updated regularly and staff are familiar with the content and incorporate appropriate procedures in their daily practices. They told us that policies and procedures were in the process of being adapted and edited. A statement of purpose has been prepared which incorporated information about the new premises and is provided for parents, however we found that some information had been omitted but was included in the operational plan. Leaders worked closely with staff to edit plans and share visions for the service.

Leaders offer effective and supportive leadership, and look for ways to improve and develop continuously.

4.2 How effective is self evaluation and planning for improvement?

Procedures have been put into practice to monitor the quality of the service, and beneficial changes are made to the service and the children's care.

Leaders were aware of the need to monitor the service on a regular basis. There were structures in place for self-evaluation and targets were set for improvement. A detailed quality of care review had been prepared and sent to CIW. Staff were evaluated and monitored regularly, and an action plan was put in place and success measured in the following evaluation session. Also parents had opportunities to express their opinions in questionnaires, which are very positive.

Leaders are aware of the importance of self-evaluation in order to develop and improve and effective procedures are practised. This is beneficial for children who attend the service.

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

Leaders are very experienced and manage staff and resources effectively. Responsibilities are delegated when appropriate. The staff are well supported and co-operate well as a team.

We saw staff collaborate well as a team and support each other. We saw staff take over from colleagues when the need arose, for example while one member of staff was reading a story to a small group, another member of staff continued with activities for the other children. This led to continuous care and attention for children at all

times. Members of staff knew what activities were planned and their individual roles. The staff are well supported and are given opportunities to express opinions in self-evaluation monitoring. This enables leaders to give staff ownership of decisions taken. The staff are given steady and positive leadership which allows shared management of the activities and equipment. We looked at staff files and found that some information was missing as it was still in transition following the process of registering. The staff work effectively and diligently as a team to ensure good quality care for the children. Responsibilities are shared successfully and are positively managed.

4.4 How effective are partnerships?

There is a good relationship between the service and the parents, with regular and open communication pathways for the benefit of children's wellbeing.

We had an opportunity to speak to some of the parents who praised the service and were very positive about the development of their children and staff's commitment. They found staff to be approachable if they had anything to discuss, and commended them for giving time to do this daily. They told us how the service worked well with partners in the community, taking children on visits to the local library or inviting guests to speak with children, which was beneficial to them and gave them an awareness of their social responsibilities.

The close relationship with parents enable the staff and leaders to make the best decisions regarding the care of all the children. Parents are provided with regular updates regarding the children's welfare.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- 1) Look for opportunities to further promote children's independence especially at snack time;
- 2) provide visual timer for children while playing computer games and
- 3) amend staff files
- 4) amend policies, daily safety checks, risk assessments and, statement of purpose.

6. How we undertook this inspection

This was an unannounced visit. The inspection took place on Wednesday 13 June 2018 from 8:35 – 13:35. A feedback session was included in this time. We observed activities indoors and outside. Also:

- we looked at information already held at CSSIW – report from previous inspection, statement of purpose, quality of care review and responses to the SASS;
- we looked at a wide range of documents including policies and records, children's files;
- we observed activities during the inspection and
- we spoke at length with the responsible individual, the person in charge and staff.

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

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Dawn Harris
Person in charge	Dawn Harris Rebecca Days
Registered maximum number of places	30
Age range of children	2-5 years old
Opening hours	Monday – Friday 9.15 a.m – 13.00
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This is the first inspection
Dates of this inspection visit(s)	13 June 2018
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	This service is working towards providing the Welsh Language active offer.
Additional Information:	