



Childcare Inspection Report on

Tedi Bach

**Ysgol Pen Rhos County Primary School
Copperworks Road
Llanelli
SA15 2NG**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Tedi Bach is registered to offer sessional day care for a maximum of 20 children. They operate Monday to Friday during term time only, between 9.00am and 11.30am and 12.30pm and 3.00pm. The service runs from a self-contained unit in the grounds of Ysgol Pen Rhos, Llanelli and is operated by Carmarthenshire Youth and Children's Association. The responsible individuals for the service are Janet Jones, Davinia Harrison and Kathleen Bowen. The persons in charge are Amy Collins, Lindy James and Kirsty Pennock. The main language of the service is English with the use of incidental Welsh.

Summary of our findings

1. Overall assessment

Children are content, happy and feel valued at Tedi Bach. They have freedom to explore and choose the toys and resources that they play with and undertake some pre-planned activities that support their development. Staff are caring towards the children and meet their individual needs. The environment provides a wide range of opportunities for children and staff plan in order to use the environment effectively. Leaders have developed clear policies and procedures for ensuring children's safety. Leadership of this service is appropriate but some improvements are needed.

2. Improvement

During the inspection process, leaders updated their statement of purpose and also confirmed that they had sought a parents' signature which was missing from one contract.

3. Requirements and recommendations

We have advised the responsible individuals that improvements are needed in relation to provision of information (regulation 31) and suitability of staff (regulation 28) in order to fully meet the legal requirements. A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the service. We expect the responsible individuals to take action to rectify this and it will be followed up at the next inspection.

We made recommendations in relation to care and development, well-being and leadership and management. These are detailed at the back of the report.

1. Well-being

Summary

Children make choices and decisions about their play and learning. They are encouraged to speak and know that their ideas will be listened to. Children feel secure, happy and have formed good relationships with staff. Children interact positively with each other and they co-operate well. They are engaged in their play and learning and are able to follow their own interests as well as participate in focused activities. Children have opportunities to develop independence although on occasions there are some missed opportunities.

Our findings

1.1 To what extent do children have a voice?

Children play and choose their activities freely. They select resources that interest them and know that their voice will be heard.

Children were able to choose freely from easily accessible toys and resources and any resources that were not easily accessible were given to the children when they asked. Unsettled children were able to keep personal items close to them until they felt more confident. Children were given choices during activities. For example, when a child did not want to draw a spider, they were given a range of alternative garden animals to draw. During singing sessions, children were able to decide which songs they wanted to sing. Children chose whether to participate in activities including singing, dancing or to go outdoors and children's choices were supported. Children contributed to the planning on occasions. For example, children had expressed on paper what they wanted to learn around incy wincy spider.

Children have a strong voice.

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

Children show positive emotional attachments and most are settled at the service. They demonstrate confidence and respond well to praise and encouragement.

Generally, most children were settled. As they arrived, children confidently approached staff or independently chose an activity. Children were evidently enjoying themselves and they were laughing and chatting frequently throughout the session with some children confidently interacting with us. Children were dancing, jumping and generally showing excitement in their play and activities. Children had developed good relationships with staff and were confident in their company. Children held hands with staff and approached them for reassurance when they became unsettled or unsure. Children had started to develop friendships with others in the group and enjoyed playing with each other as well as alongside each other.

Children feel very safe, happy and valued.

1.3 How well do children interact?

Most children show good behaviour, co-operate, take turns and share resources.

Generally, children behaved well and they responded well to praise. Children were comfortable in each other's company and conversed well as they played together. For example, whilst colouring, two children conversed with each other and included us in the conversation saying that they had decided to use black for the spider's legs; 'the same colour as your hair'. Children respected each other and this was expressed through their interactions. For example, they were smiling at each other and showed excitement while playing with the vehicles or when participating in the singing. Children took turns on the slide and shared resources such as buckets in the sand pit. Whilst playing with play dough, children shared different coloured play dough with each other. Children interacted socially whilst eating their snack and evidently enjoyed each other's company.

Children's behaviour and interactions are good.

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

Children are fully engaged and interested in their play. They participate in planned activities and are eager to share their experiences.

Children participated in a variety of activities either of their own choosing or ones planned by staff. The children encouraged staff to join in with their play including shopping at their shop and rolling vehicles back and forth. During a music and movement activity, we saw lots of jumping, smiling and singing, with one child shaking an egg shaker as they sang. Children became very excited when staff offered some activities such as playing outdoors or playing with playdough.

Children are enthusiastic about their play and learning.

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

Children have opportunities to develop and learn and are able to follow personal interests.

Children took part in self-directed play or focused activities. Children showed confidence and asked for help or support when needed; for example when building a tower or to put a coat on. Children were given opportunities to develop their independence, for example, by cleaning up spills, buttering their toast and toileting. However, during snack children generally did not have the opportunity to pour their own drinks and some did not have opportunities to self-serve their food. Children were naturally motivated to freely choose their own activity with staff enhancing their play through questions and suggestions.

Children mostly have a wide range of opportunities to develop, learn and become independent.

2. Care and Development

Summary

Staff know the children well and are caring towards the children. They follow the service's policies and procedures to support children to make good progress and to keep them safe and healthy. They respond appropriately to children's individual needs, whilst encouraging them to become independent. On a small number of occasions, a minority of staff did not display the highest level of hygiene standards.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are mindful of children's health, needs and safety and are very attentive.

Staff had received training in first aid, child protection and food hygiene, and certificates were on display and were also kept in the staff files. Staff placed a great importance on children's safety by following effective procedures. For example, they kept accurate records of attendance and asked for passwords from family members who were collecting children on parents' behalf. There were also good procedures in place when dealing with visitors. For example, staff asked us to sign the visitors' book and checked our ID badges before we were allowed to enter. Leaders had ensured that fire drills had been practised regularly so that children were familiar with the evacuation procedures in the event of an emergency and there was an evacuation plan on display. Staff were alert to child protection issues and staff answered such scenarios with confidence. Staff also ensured that their training was up to date. Staff effectively implemented infection control procedures to reduce the risk of cross-contamination to children. For example, by wiping surfaces with anti-bacterial spray and correctly following the nappy changing procedures and handwashing routines. However, on a minority of occasions, very few staff did not wash their hands after wiping a child's nose. Staff actively promoted a healthy lifestyle through providing healthy and balanced snacks including lots of fruit and vegetables and by ensuring the children had lots of physical activity during the day. Staff also provided plenty of suitable drinks during sessions to keep them hydrated.

Staff mostly keep children very safe and healthy.

2.2 How well do practitioners manage interactions?

Staff are experienced and the most experienced staff engage children in sustained shared thinking.

Staff provided good care and support for children and effectively promoted positive behaviour. They used positive behaviour strategies to promote good interactions and make their high expectations clear to children. For example, staff regularly conveyed important messages to deflect children from any negative behaviour. They were gentle and spoke

kindly with the children. This helped to create a warm, friendly and relaxed atmosphere and, as a result, strong bonds had developed between staff and children.

Staff interactions are good.

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

Staff know the children in their care well and plan activities that are age and stage appropriate.

Staff knew the children well and have a clear understanding of their needs, abilities and individual preferences. Staff were very positive role models and prompted the use of good manners. For example, by gently reminding children when something was given to them, 'What do we say? Thank you!' Staff generally promoted children's development effectively by ensuring that activities were matched well to their age and stage of development. However, they did not consistently use Welsh at the service. Staff spoke English in the main but many used incidental Welsh and many spoke interchangeably in Welsh and English with a minority of children depending on individual needs. Staff visually observed children to monitor their progress but they were not consistent in recording their observations and did not actively use their observations to plan for the next steps of development. Leaders worked closely with other agencies to support children with additional learning needs effectively.

Staff are effective in promoting children's play and learning.

3. Environment

Summary

Tedi Bach offers a safe, secure and child friendly environment. The indoor area has been developed to allow children to develop their independence and in the main they have access to resources, equipment and toys. However, further development is needed to define the learning areas more clearly. The outdoor area is well set-up and has a range of age-appropriate resources. Risk assessments are in place and procedures are in place to monitor the quality of toys, resources and equipment and to ensure the environment is safe and clean.

Our findings

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

Leaders ensure children are cared for in a safe, clean and secure environment.

Children have access to a secure environment, both indoors and outdoors. Staff were responsible for particular roles during each session and used a checklist for the indoor and outdoor area. Staff were confident in how to deal with any issues that arose and any issues were noted and shared. Risk assessments were in place and leaders told us that there were plans in place to review them in the near future. A daily and weekly cleaning rota was in place and staff members had specific responsibilities each day.

Leaders have effective procedures and methods in place to ensure the safety of the environment.

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

The premises offer a large, modern and spacious environment for the children.

The premises offer a large indoor and outdoor area with a good selection of age-appropriate toys and resources. The indoor area was bright, airy and welcoming with some displays of children's work around the room. Bilingual phrases and suggestions of open ended questions were displayed on the wall. Learning areas relating to the Foundation Phase had been established. However, these areas were not clearly defined and did not provide for a numeracy corner. The outdoor area had a good range of large and small resources and children had an opportunity during the sessions to access the outdoor area. Leaders provided children with a self-service drinking area. However, children did not always fully understand how to access clean drinking cups.

Leaders have effectively developed a welcoming, warm and child friendly environment with a good selection of toys, resources and equipment available.

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

Staff and leaders work effectively to ensure resources and equipment are accessible and well maintained.

There was a good variety of resources and toys available including blocks, dinosaurs, trains, jigsaws, role play resources including an ironing board, kettle and food and construction toys. The toys and resources were of good quality and in good, clean condition. They were kept in cupboards or in labelled boxes. However, not all boxes had been labelled. There was a large selection of good quality outdoor resources, some of which were stored in the shed including bikes, wet weather clothes or covered when not in use. For example, there was a sturdy, purposeful cover on the wooden sand pit.

Leaders work effectively to ensure that the resources and equipment available to the children are of a good quality

4. Leadership and Management

Summary

Leaders create a positive ethos and build effective relationships with parents. They have recruited suitable and qualified staff to care for the children, some of whom are long standing and have worked for the company for many years. Leaders manage staff appropriately in the main but the one to one supervision process needs to be developed. Leaders are developing their self-evaluation process. Effective policies and procedures are in place. However, some improvements are needed.

Our findings

4.1 How effective is leadership?

Leaders ensure they comply with regulations and the national minimum standards. The statement of purpose is a true reflection of what is offered.

Leaders are proactive. For example they immediately updated their statement of purpose following the inspection. Policies were available and were reviewed regularly and shared with parents. The service had employed new staff but they had not notified us. We viewed a sample of children's registration forms and contracts and they included the necessary information and permissions by parents. However, one contract did not include a parents' signature on the day of the inspection but this was rectified by the following morning. Leaders had a system in place to store all confidential paperwork either in locked cupboards at the service or at the head office.

Leadership is effective.

4.2 How effective is self evaluation and planning for improvement?

There was a new person in charge in post and she displayed a pro-active and reflective attitude towards ongoing review and improvement.

Leaders were continually looking to improve their service. Since registration, leaders had worked diligently to further improve the provision and had employed new staff with a view to meet the linguistic needs of children and parents. Leaders were in the process of preparing questionnaires and were looking at ways to complete the quality of care review. Leaders were aware of the need to complete a quality of care review and report by the end of the first year of operation.

Self evaluation and planning for improvement is developing.

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

Leaders ensure that the service adheres to or exceeds the staffing ratios to ensure that children are well supervised. Leaders do not provide regular one to one supervision sessions to discuss the staff's practice.

Leaders had undertaken basic appraisals with staff, most recently in October 2018. Records in the staff files showed that all staff had not benefitted from one to one supervision sessions to discuss practice and progress with leaders. However, leaders told us that they did conduct monthly leaders' meetings every six weeks and forwarded us a copy of the minutes of a staff meeting held in November 2018 as evidence. Staff files showed that leaders had generally undertaken robust checks on staff before they started work, although one staff member's file contained only one reference, rather than the required two. Training records were kept up to date and evidenced that staff had been encouraged to develop professionally through training. Some staff had been employed by the organisation for a long time and they told us they felt well supported by leaders and enjoyed their roles.

Leaders manage staff and resources appropriately in the main.

4.4 How effective are partnerships?

Leaders encourage parent/carer participation in order to involve them in their child's care and development and to help create good links.

Staff had established good partnerships with parents. There were relaxed discussions between parents and staff. Staff gave verbal feedback to parents on a daily basis and reassured parents if there had been any recent issues. A parent told us that they were very happy with the service. They felt that staff were approachable and met with them to discuss their child's progress. Leaders also work closely with flying start, health visitors and the school. For example, children were able to visit the school with staff before they start.

Leaders have developed positive partnerships with parents and other stakeholders

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

This was a post-registration inspection

5.2 Recommendations for improvement

We recommend that leaders:

- Ensure that all staff wash their hands on all occasions after wiping children's noses;
- develop the learning areas and define them more clearly;
- label all boxes;
- further develop the Welsh language provision;
- ensure that children know where the clean cups and used cups are kept by the water drinking station;
- improve the provision for staff supervision meetings;
- ensure that all staff give all children opportunities to develop independence at snack time and
- ensure that observational records are kept up to date on a regular basis.

6. How we undertook this inspection

This was a full post-registration inspection undertaken as part of our normal schedule of inspections.

- Two inspectors made an unannounced visit on 6 March 2019 for a total of five hours;
- we spoke to children, staff, person in charge and the responsible individual;
- we completed a Short Observational Framework for Inspection (SOFI) 2 tool in order to capture evidence of the children's engagement and the care being provided by staff;
- we gave questionnaires to staff and parents; and
- we looked at a sample of documentation and policies including staff files, registers, children's development records, statement of purpose and the service's quality of care review report.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Kathleen Bowen Janet Jones Davinia Harrison
Person in charge	Lindy James Amy Collins Kirsty Pennock
Registered maximum number of places	20
Age range of children	2-3 years old
Opening hours	Monday – Friday, term time only 9.00am-11.30pm 12.30am-3.00pm
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	Post-registration inspection
Dates of this inspection visit(s)	6 March 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 is a service that is working towards providing an 'active Offer' of the Welsh language and intends to become a bilingual service.
Additional Information:	