



Childcare Inspection Report on

Hiraddug Childcare

**Ysgol Hiraddug
Thomas Avenue
Dyserth
LL18 6AN**



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Description of the service

Summary of our findings

The service is based in a classroom in Ysgol Hrradug in Dyserth. The maximum number of children who can be cared for is 26. The responsible individual is Helen Jones. The persons in charge are Cheryl Howe, Nicola Davies, Linda Thompson and Sarah Jerbi. The service offers full day care and is open Monday to Friday all year round apart from bank holidays. Children are cared for from 2 to 11 years old. The outdoor space is secure and used to maximum effect providing a good range of different learning opportunities. The language of operation is English with basic Welsh promoted. The service does not provide the Welsh Language Active Offer

Summary of our findings

1. Overall assessment

Children are happy, settled, and busy in their play and receive the care they need. They have a strong voice and know they will be listened to and answered. Practitioners interact and meet children's individual needs well. They provide a good range of activities indoors and out and provide nurturing care. The environment is secure and comfortable and children benefit from a suitable variety of toys and equipment. They have outdoor play each day and can decide for themselves when they want to go out. Leadership is effective and there are strong partnerships with parents and the school which benefit children and their families.

2. Improvements

This is the first inspection since re registration as an organisation

3. Requirements and recommendations

A recommendation was made in environment regarding fire drills.

1. Well-being

Summary

Children are happy, settled and have good opportunities to develop their skills and independence. Children are listened to, they communicate well with practitioners and know their interests will be taken into account. Children interact well with each other and are active and interested in what they do. They enjoy their play and learning particularly outdoors and have a good range of activities which encourage learning and discovery through play.

Our findings

1.1 To what extent do children have a voice?

Children are confident to speak up and know they will be listened to.

We saw children considering which activity they wanted to take part in and choosing whether to play indoors or outside wrapped warmly with their friends. They decided for themselves when they wanted to come in or do something different, for example join other children in the cave in the garden. They approached practitioners confidently if there was something they would like to do or to ask questions. Some of the children decided they wanted to dress up in the nativity costumes and we saw they were able to do just that. Children were able to spend as long as they wished pretending to be different characters in the forthcoming play for their parents.

Children have good opportunities to choose what they want to do and where they want to play.

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

Children feel safe and valued. They settle well and have good relationships with each other and practitioners.

We saw children playing alongside each other inside, dressing up and joining in together for example with a story after lunch. We saw children were very relaxed and at ease with the practitioners and we heard lots of happy chatter, supporting the children to feel safe and valued. Children were content and expressed enjoyment smiling happily whilst they played alongside their friends. Children were able to gain a sense of belonging as their craft work was displayed on the walls along with photographs of the children participating in a range of activities. We observed a new child and saw how well they related to practitioners despite only attending for a short time. They snuggled on the settee with a practitioner who read a

story the child had chosen. The child was content and positive emotional attachments were developing

Children are happy and enjoy secure relationships with their friends and practitioners.

1.3 How well do children interact?

Children interact exceptionally well with each other.

Children were becoming sensitive to the emotions of others and were accepting of differences in ages. For example, we saw older children showing younger children how to build a tower and supported them to put their hood up when it started to rain. All children interacted and co-operated well with staff helping to clear resources away before lunch and being proud to show us that they knew where the resources belonged. We saw children playing together and on their own. They were all engrossed in their activities such as on a walk to collect leaves for their hedgehogs. We observed they took turns well holding the basket and when a child tipped the leaves out, others came to collect them up again. Children helped clear resources away before lunch and worked together happily taking pride in showing us where the resources were located. Children listened exceptionally well to instructions and they were keen and interested both in what they and their friends were doing. We observed children playing together and it was good to see older children supporting their friends showing them how to make towers and how the magnetic pieces worked. We also saw a child helping another to put their hood up as it had started to rain. Children sat together and took turns to let others speak whilst enjoying their story. All children take appropriate care of equipment and resources.

Children play exceptionally well together and are happy to share their toys and ideas.

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

Children enjoy their play and learning in the service.

We saw children delight in playing with the toys and equipment available to them. They had complete choice of activities inside and outdoors and happily moved from one activity to another such as from play dough to painting Children were active and curious learners, engrossed and excited by their walk to collect leaves for their hedgehogs. We observed free play and group activities such as leaf collecting and story time. Children were relaxed, happy and smiling as they played alongside their friends. We saw children's own craft work displayed on the walls and there were photographs to evidence the different range of activities children had participated in. We spoke to a grandparent who came to collect a child who confirmed lots of different activities and how their grandchild had settled and enjoyed learning through play.

Children are motivated and engaged in their play and learning.

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

Children develop well and have good opportunities to become independent.

We saw almost all resources were stored at children's level and they could help themselves easily to the toys and equipment they wanted to play with. Children were well supported to enjoy a good range of activities outdoors, including going for a walk and playing outdoors in the garden which promoted their physical skills. We saw children were becoming independent and were able to accomplish things for themselves. They changed from shoes into wellington boots and back again, many fastening their coats with ease. They had appropriate self help skills, going to the toilet and washing their hands independently. Children were helped to practice language skills, they chatted freely to us, very confidently, telling us about everything they liked to do in the service. They were especially proud of their wearing a costume and came to us so we could admire them. One child happily showed us how his costume made an animal noise and delighted when practitioners were surprised at the discovery.

Children have good opportunities to develop their skills.

2. Care and Development

Summary

Practitioners keep children safe and healthy and are aware of their needs. They manage interactions well and support children effectively to develop skills and are good role models. Practitioners promote play and learning effectively and meet children's developmental needs.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Practitioners keep children safe and healthy

Practitioners applied infection control principles well, reminding children to wash their hand before eating and after going to the toilet. They promoted healthy life styles by providing healthy snacks and had a good understanding of sugar and salt levels in food, ensuring all food served was nutritionally balanced. We saw children were able to bring their own packed lunch or have a school dinner if required. Practitioners had a good understanding of safeguarding having attended recent courses. They followed relevant policies carefully and knew what to do if they had concerns about a child. Practitioners had suitable first aid training to enable them to administer first aid in the event of an accident. Staff implemented policies safely ensuring medication records were completed appropriately Medication records were available completed as appropriate. Risk assessments have been carried out to ensure children are safe.

Practitioners work to actively promote the children's good health and keep them safe.

2.2 How well do practitioners manage interactions?

Practitioners are good role models for the children.

We observed practitioners use positive behaviour management strategies and supported children according to their individual needs and stage of development. They stayed calm with quiet voices and gave good explanations which the children understood. We were told how older children from the school come over to help at lunch time and how this experience has a highly positive impact on all the different ages of children. We heard practitioners speak to children gently and remind them of simple rules such as not to run inside and to wash their hands after visiting the bathroom. Practitioners celebrated good behaviour, they used lots of praise and encouragement with the children and they all responded well.

Practitioners use highly positive strategies to support children in their care and those in school.

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

Practitioners support children to develop and learn because they know the children well.

Practitioners knew children well and as a result were able to provide a good level of care for them and meet their individual needs. Practitioners planned activities and then observed and assessed the children. Ongoing progress records enabled practitioners to plan appropriately for children's future learning. We saw practitioners provided a good balance of child and adult led activities and children had good opportunities to develop their skills. Practitioners provided interesting learning experiences. Planning and delivering a variety of enjoyable and stimulating play opportunities indoors and outside. We heard practitioners developing language whilst on the walk encouraging children to describe what they saw for example the colour and texture of the leaves. The walk to collect leaves provided many different learning opportunities and practitioners made the most of these, integrating counting, shape and size.

Practitioners effectively promote children's play, learning and development and meet their individual needs.

3. Environment

Summary

Leaders are aware of how to keep children safe. The main door is kept locked and visitors sign in and out and enter through the school. Leaders ensure children are cared for in a stimulating environment and plan interesting activities. Resources both indoors and out are suitable for the needs of the children and are of good quality.

Our findings

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

Leaders ensure the premises are safe and secure for the children.

Leaders ensure children are cared for in a safe, secure and clean environment. On our arrival we found doors to be secured from unauthorised access. Areas of the service were cleaned regularly reflecting good hygiene practices. The outdoor play area was secure and provided an opportunity for children to take acceptable risks under supervision of practitioners. Leaders ensure that everyone is well aware of their responsibilities in relation to the safety and welfare of children. We saw practitioners understood health and safety requirements and follow the service's policies and procedures. We saw leaders ensured regular fire drills were carried out and these had been recorded. These should also be undertaken in the winter months when it is dark to make sure all children know what to do in an emergency. The service was cleaned regularly and we were informed resources were washed. We saw the outdoor play area was secure.

Leaders effectively ensure the learning environment is safe for children.

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

Leaders provide a stimulating environment for children's play and learning.

Leaders ensure all children are cared for in a supportive, comfortable, stimulating environment which considers the children's religious, cultural and language needs. The environment is used flexibly and creates a good sense of security and belonging. Leaders ensure the whole environment provides for a wide range of play opportunities suitable for the age range cared for. The learning environment was well set out for the children and they moved effortlessly from one area to another. We saw children helping themselves to different resources to develop their play for example dressing up and moving to the magnetic construction saying I am making a 'stable' Leaders ensured both indoor and outdoor play areas were stimulating for the children with resources set out within easy reach, thus enabling children to choose their own toys and equipment. Outdoors has different areas for play including a cave and a willow den. Inside

the room was divided into learning areas to follow the foundation phase ethos and was furnished with suitable play items.

Leaders provide a highly suitable learning environment.

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

Leaders ensure resources and equipment of good quality which are clean.

Leaders ensure all children have access to a wide range of good quality, developmentally appropriate play and learning resources indoors and outdoors. These are available in sufficient quantity to ensure children have good variety and choice. Toys and equipment seen were suitable for the children's ages and in good condition. We saw both natural wooden and man made resources. Low level tables and chairs enabled children and practitioners to sit together during planned group activities or meal times. There was a good selection of toys and resources indoors and out including a garden and we saw children could plant and grow their own vegetables and fruit. Until recently in the spring they hatched eggs and cared for their chickens.

Leaders ensure children have easy access to a suitable range of resources.

4. Leadership and Management

Summary

Leadership is effective and leaders have created a positive ethos and established a team of practitioners who deliver a good level of care to the children, many of whom have long standing service. There are good partnerships with parents and the school to which children will transfer.

Our findings

4.1 How effective is leadership?

Leadership and management of the service is effective.

Leaders have a sense of purpose that promotes and sustains improvement and good outcomes for children of all ages. There is a clear vision for the service that they share effectively with others through policies and procedures. Practitioners' files were viewed during the previous inspection less than 12 months ago. This inspection was carried out because the service had re registered 6 months ago to become an organisation instead of having individual registered persons. The service's statement of purpose provided parents with the information they needed in order to decide whether the service met their and their child's needs. We examined accident and incident records which were found to be in good order. Practitioners were seen to be well deployed and had clear roles within the service. The exact times of attendance of the children and practitioners were recorded.

Leaders set clear aims and policies which focus on children's needs

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

Leaders are improving the service they provide.

Leaders/practitioners are open to new ideas. They are willing to try out different ways of working and to share their knowledge. Leaders are reflective and seek feedback on their own practice and use this information positively to benefit the service. We spoke to practitioners and leaders who told us about the positive on going changes the service had made to improve the experiences for the children. This included re organising the areas of play both indoors and outdoors and providing more resources and a canopy outside enabling children to choose to play outdoors even in wet weather as we observed. Parents completed questionnaires and their views are incorporated into the quality of care review. Leaders listen to children's ideas and views when purchasing toys and equipment. We saw how changes had improved both children's outcomes and their learning experiences.

Leaders evaluate and plan effectively for improvement.

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

Leaders ensure practitioners are well supported.

Leaders ensure that practitioner recruitment is timely and well managed to meet the needs of the whole age group. All practitioners have clearly defined roles and responsibilities. Leaders have high expectations of themselves and others, set realistic targets, and are good role models. We saw sufficient practitioners meaning children received plenty of individual care. Leaders held meetings with practitioners on a regular basis in order to discuss any issues in relation to the service and to share ideas and good practice. Training needed was identified and practitioners had good opportunities to develop their skills for example by doing training online. Practitioners told us they enjoyed working in the service and they knew who to go to if they needed guidance.

Leaders manage the service effectively.

4.4 How effective are partnerships?

Leaders maintain regular communication with parents in order to meet children's needs and to keep them informed of their child's development.

Leaders work with partners to improve children's learning and well-being and take active steps to involve parents in the service. They provide parents with relevant information to make informed choices about the care of their child. They establish trust and clear communication with parents and keeps them well informed about all aspects of its work and encourages parents to be active partners in their children's well-being, development and learning.

Leaders worked with parents to identify children's needs and preferences before they started in the service. When additional needs were identified, leaders told us they had worked with parents and taken additional advice and support from agencies in order to provide the care each child needed. We heard parents given verbal feedback on their child's time at the service when they were collected and discussion about the forthcoming nativity play. We checked children's files and found these were in order containing all the relevant information. Parents and grandparents spoke highly positively of how their children enjoyed coming to the service, of the good relationships and communication they had with the practitioners and their links with school.

Leaders have developed effective partnerships which benefit the children.

5. Improvements required and recommended following this inspection

5.1 Recommendations for improvement

- To practice a fire drill in the dark.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. We visited on 20 November 2018 from 10am to 2.30pm

- We observed the children and the care they received;
- we spoke to the persons in charge;
- we spoke to the children present;
- we spoke to parents/grandparent who had come to collect their children;
- we looked at the suitability of the premises and resources;
- we spoke to the practitioners;
- we looked at a wide range of records; and
- we used our Short Observational Framework for Inspection (SOFI2).

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

www.careinspectorate.wales

About the service

Type of care provided	Childrens' Day Care Full Day Care
Responsible Individual	Helen Jones
Person in charge	Cheryl Howe Linda Thompson Nicola Davies Sarah Jerbi
Registered maximum number of places	75
Age range of children	2 to 12 years
Opening hours	9am to 6pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This is the first inspection since re-registering as a CIO
Dates of this inspection visit(s)	20 November 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?	No
Additional Information:	