



Childcare Inspection Report on

St Gwynan's Pre-school

**Early Years Unit (Ysgol Capelulo)
Treforris Road
Dwygyfylchi
Penmaenmawr
LL34 6RA**



Date Inspection Completed

23/05/2019

Welsh Government © Crown copyright 2019.

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

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Description of the service

St Gwynan's Pre-school is registered to provide care for a maximum of 26 children. The service operates from a purpose built unit within Ysgol Capelulo in the village of Dwygyfylchi, Penmaenmawr. The service has its own dedicated room, which is used by the nursery class during the afternoons. Children have access to the school yard and garden and a small enclosed outdoor play area. Children who attend are between 2 ½ and 4 years old. The service is open from 9:00 a.m. – 11:45 a.m. Monday to Friday during term time. Parents have the option of extending their child's provision over lunchtime until 12:45 p.m. for younger children and 1:00 p.m. for the older children who will transfer in to the care of the school nursery staff. The service provides Early Years Entitlement and is inspected subsequently by Estyn. The responsible individual and person in charge is Sloane Gallimore. The main language of the service is English, with some incidental Welsh being spoken throughout the day. The service does not, therefore, implement the 'Active Offer' in relation to the Welsh language.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

Children are content and enjoy their time at the service. They are confident to express their views and make decisions as they know their choices will be respected. Staff know the children well and are responsive to the children's needs. Leaders ensure children have access to safe and suitable indoor and outdoor spaces where they can play and explore. They ensure staff are clear about their roles and implement the service's policies and procedures effectively. Good partnerships exist with parents and other agencies to ensure the service is effective in meeting children's needs.

2. Improvements

This was the first inspection following the re-registration of the service as a Charitable Incorporated Organisation (CIO). We have therefore, not noted any improvements to the service since its registration in May 2018.

3. Requirements and recommendations

We have made some recommendations regarding snacks provided to children and record keeping.

1. Well-being

Good

Summary

Children are happy, settled and enjoy their time at the service. They are able to do the things they like and are confident to express themselves. Children have formed positive relationships with staff and are beginning to make friends. They have plenty of opportunities to learn through a range of activities which are interesting to them and they are developing independence skills.

Our findings

Activities had been set out for children to choose from on their arrival, including printing with paint and apples, exploring in the water tub, microscopes and insect toys, colouring materials and a wooden train set. Children freely explored the activities of their choice and moved around different areas of play as they wished. We also saw children going to fetch resources of their choice from the storage boxes and staff supported them to set these activities up if they needed help. Children had an opportunity to talk about their day or anything they wanted to discuss during circle time. Children were expressing their views and opinions confidently and were eager to take part. For example, when a story was read to them about travel, one child was eager to tell their friends that they were due to go on holiday soon. All attempts at communication with the staff were valued and the children were confident their preferences would be respected.

Children were happy to leave their parents when they were dropped off and were eager to join their friends. They were familiar with the activities available and the daily routine, which provided them with a sense of security. Children felt comfortable approaching staff for reassurance or comfort when they needed. For example, one child stumbled while playing and immediately reached out to a staff member for help. The staff member promptly responded by providing cuddles and reassurance, and the child quickly settled and returned to their play. Children had begun to form friendships with one another with lots of chatting and laughter heard during free play. They were clearly secure in their surroundings and were confident to approach us and staff to talk about their interests and their home lives.

Children interacted well together and had formed strong friendships with their peers. Throughout our visit, children were eager to involve their friends in their play and shared resources and took turns appropriately. For example, a group of children were happy to share the containers and toys while playing with the water tub. They took turns to fill the different containers with water and to pour the water on the wheel to make it spin, and laughed as they watched their friends do the same. The children enjoyed completing the different challenges in the outdoor obstacle course, waited appropriately for their turn and cheered their friends along when it was their turn. Lots of laughter and happy chatter could be heard during this activity too.

Children were highly interested in the activities available to them. They concentrated well on tasks and maintained interest in activities for an appropriate amount of time. For example, a group of children worked together to complete a counting activity. They took turns to pick up pom poms with the tweezers and chatted together about which slot on the logs they would place them on. They were completely engrossed in the activity and maintained focus until they had completed each of the log patterns. Another group of children enjoyed building vehicles using bristle shapes. They had lots of fun chatting to their friends about how they could make their vehicles better by adding pieces and compared vehicles when they had finished.

Children were encouraged and supported to do things for themselves. They washed their hands, wiped their faces and put on their jackets independently, with support provided if needed. Children were all happy to help tidy up after themselves at the end of activities and were clearly familiar with doing this task independently, selecting the correct boxes to place the toys into and putting them away in their allocated spaces. Children were encouraged to use their imagination and direct their own play, with a wide range of resources and toys available to enable them to do this.

2. Care and Development

Good

Summary

Staff ensure the safety of children and promote healthy lifestyles by familiarising themselves with the service's policies and procedures and adhering to these at all times. Staff have formed good relationships with children and use effective methods to promote positive interactions. Staff consider children's individual needs and carefully plan and prepare to meet these needs effectively.

Our findings

Staff are aware of their responsibilities and the importance of working within the service's policies and procedures. Staff we spoke with could tell us the correct procedures to follow if they had a concern about a child. They had all received training on safeguarding children and were familiar with the service's policy. They had also successfully completed paediatric first aid training, meaning they were well prepared to deal with any accidents or emergencies which might occur. Any accidents or incidents were recorded appropriately and were signed by parents. Documents showed staff ensured children were well rehearsed in how to exit the premises quickly and safely by means of regular fire drills. Accurate records were also kept of children's attendance, meaning everybody could be accounted for in an emergency situation.

Staff encouraged healthy lifestyles by providing plenty of opportunities for physical activity and for children to spend time outdoors in the fresh air. They encouraged children to wash their hands as required and followed appropriate hygiene procedures when handling food. Menu planners showed staff encouraged children to eat healthily, providing a range of healthy and nutritious snacks with water or milk to drink. However, on the day of our visit children were provided with birthday cake in addition to the apples and raisins. We discussed this with the responsible individual, who assured us this was a one off. However, we reminded them of the need to be mindful of children's sugar intake as both cake and raisins are high in sugar.

Staff spoke affectionately with the children and had good relationships with them. They provided comfort and reassurance when children needed it and were familiar with their individual preferences. Any arguments or inappropriate behaviour were dealt with by redirecting the children to another activity, explaining why their behaviour was not appropriate and speaking with children gently but firmly, ensuring they were clear of the boundaries. Staff modelled positive interactions throughout the day, with plenty of praise given for good behaviour, completing activities and trying new things.

Staff knew the children well and were able to respond to their individual needs effectively. Staff were on hand to offer support to children during lunchtime when they needed it. This was done in a relaxed manner that the children were comfortable with. Parents we spoke

with were very complimentary about the staff. One parent stated '*The staff are great*', that they were approachable, knew their children and responded to their needs well.

Activities were meticulously planned with staff making sure they all linked to the current learning theme, enhancing children's learning. These were varied with a good mixture of outdoor activities which encouraged exploration and curiosity and more focussed activities that developed fine motor, literacy and numeracy skills. Staff recorded children's progress by regularly noting observations of children at play and completing a Foundation Phase tracking tool. Treasure books were also compiled for each child, containing samples of children's work, photographs and observation notes. Children's files were comprehensive and contained lots of information regarding children's individual needs and preferences, enabling staff to plan how to meet these effectively.

3. Environment

Good

Summary

Leaders ensure children are cared for in a safe environment and risks are managed appropriately and eliminated where possible. Resources are of good quality and all areas are welcoming and interesting to children.

Our findings

Leaders prioritise the safety of children and ensure staff are aware of their responsibilities and follow procedures accordingly. We were asked to sign the visitor's book on arrival, which contained evidence it was used regularly. The building and outdoor areas were secure and doors were kept locked during the session which ensured no unauthorised persons could access the premises. Daily checks of all areas were completed by staff before children arrived on the premises to ensure no new hazards were present and the environment was clean and safe. Leaders had identified potential hazards within the premises and these were included in written risk assessments showing how risk was managed and where possible eliminated. There were also separate risk assessments in place for outings and any activities which were out of the ordinary. All documents were reviewed regularly.

All areas used by children were well maintained, providing a welcoming and appealing environment. The play room was arranged into learning areas that were interesting and inviting for children, providing them with a rich environment for play and learning. It was light, bright and airy and offered plenty of space for children to move around and explore the different learning areas. Toys and resources were stored at low level, enabling children to access them freely and independently. Furniture such as low level tables and chairs suited the children's ages. Samples of the children's work were proudly displayed on the notice boards, providing them with a sense of belonging. The outdoor area offered plenty of opportunities for exploration and play to develop children's imagination, including a mud kitchen, sensory displays made from recycled materials and a planting area.

Leaders ensure children have easy access to a wide range of equipment, toys and resources which are interesting and exciting. All toys and resources were in good condition and were suited to the children's ages and stages of development. We found they were stored appropriately, were clean and in a good state of repair in all indoor and outdoor areas. Leaders ensured children benefitted from a wide range of materials and resources by ensuring these were rotated and replenished regularly. Multicultural and Welsh resources were also available to enhance children's cultural awareness and enable them to learn more about the world they live in. Leaders placed an emphasis on using natural, sustainable and recycled materials where possible to assist children in learning about the world around them. For example, many of the toys in the home corner were wooden and

the water and musical play displays in the outdoor play area were made using recycled materials.

4. Leadership and Management

Good

Summary

Leaders ensure staff are aware of their responsibilities and communicate their vision for the service well. Steps have been taken to gather feedback and ensure the service is continually developing and improving. Good partnerships have been formed with parents and other partners in order to improve outcomes for children and ensure their needs are met effectively.

Our findings

Leaders ensure the service complies with regulations and exceeds national minimum standards. There were comprehensive policies in place for all aspects of running the service. We reminded the responsible individual of the need to record the date on which each policy is reviewed. Leaders ensured staff were aware of the importance of working within the service's policies and implemented them in their day to day work. For example, we saw staff followed the behaviour management policy by using positive methods and distraction techniques to manage any unwanted behaviour. We inspected the service's statement of purpose, which contained all the required information. This ensured parents could make an informed decision in relation to the service meeting their and their child's needs.

Leaders seek feedback about their service from staff, children and parents in order to improve their service. Leaders had begun the process of gathering feedback in order to evaluate the service provided and plan for improvements. Questionnaires have been created to gather feedback from parents. The responsible individual told us feedback was gathered verbally from children during sessions as well as through staff observations. As the service had only been open for a few months under the current registration, leaders had not yet formed a report outlining what actions needed to be taken but the responsible individual was keen to discuss how they planned to do this. We viewed a report formed from the views of parents, staff and children from the previous year when the service was registered previously.

Leaders ensure staff are suitably qualified to carry out their roles effectively. We saw evidence on the staff files that annual appraisals had taken place. Staff told us they were able to approach leaders at any time to discuss any issues or their training needs. The responsible individual had forms in place to record these supervision sessions, held regular staff meetings and also e-mailed staff individually every fortnight with updates and to encourage them to discuss issues or training needs. Leaders have a recruitment process in place to ensure staff are suitably qualified and experienced. Staff files were comprehensive and those for newer members of staff contained all the required information, showing recruitment checks were in place.

We saw evidence on file of information gathered from parents detailing children's specific needs, likes and dislikes. Staff had positive relationships with parents and shared information verbally at the

end of each session. We saw the responsible individual and staff talking with parents when they came to collect their children, sharing feedback with them. Parents we spoke with stated they were happy with the way information was shared and told us staff and leaders were approachable. Parents told us they could communicate with staff in person, over the phone or through messages on social media and that staff responded quickly to any queries received.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made the following good practice recommendations for leaders to consider:

- To be mindful of the amount of sugar contained in snacks given to children, and
- to record the date on each policy when reviewed.

6. How we undertook this inspection

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

One inspector visited the service on the 23 May 2019 between 9:20 a.m. and 13:00 p.m.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children, staff, responsible individual and parents;
- looked at the areas used by children and resources on the day of our inspection, and
- gave detailed feedback to the responsible individual of what we found and what needed to be addressed.

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	Sloane Gallimore
Person in charge	Sloane Gallimore
Registered maximum number of places	26
Age range of children	2 ½ - 4 years
Opening hours	9:00 a.m. – 1:00 p.m. Monday to Friday during school term only.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This is the service's first inspection since registration on 3 May 2018
Dates of this inspection visit(s)	23 May 2019
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 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 the service. We recommend that the service provider considers Welsh Government's <i>'More Than Just Words follow on strategic guidance for Welsh language in social care'</i>.
Additional Information:	

Date Published 17/07/2019