



# Childcare Inspection Report on

**Sunbeams playgroup + Gwernafield**

**Community Room Ysgol Y Waun  
Y Waen Gwernafield  
Mold  
CH7 5DP**



**Date Inspection Completed**

04/06/2019

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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

Sunbeams playgroup + Gwernaffield operates from within the Community Room at Ysgol Y Waun, Mold. The responsible individual is Louise Ankers and the persons in charge is Rachel Foley. Care is provided from 9:00 to 15:00, Monday to Friday, term time only. Places are available for children aged two to four years, with funded places offered for children aged three as part of Early Entitlement. The service is registered to care for up to 19 children and is also inspected by Estyn

English is the main language. This is a service that does not provide the Welsh Language 'Active Offer'.

### Summary

Theme	Rating
<a href="#">Well-being</a>	Good
<a href="#">Care and Development</a>	Good
<a href="#">Environment</a>	Adequate
<a href="#">Leadership and Management</a>	Good

#### 1. Overall assessment

Children are settled and enjoy their time at the service. They interact well and develop some skills through their play and routines followed. Staff are caring and responsive to the needs of the children. They plan suitable activities and promote some independence. The environment is generally safe and most risks are managed well. The rooms and areas used are inviting and equipped with suitable resources and facilities. Leaders are actively involved in the service and manage staff and resources well. Positive partnerships are developed with parents and self evaluation is used effectively to make improvements.

#### 2. Improvements

The service has introduced more sensory play opportunities for the children including sand and water. The outdoor environment has been developed to include a mud kitchen and fixed wooden play equipment.

#### 3. Requirements and recommendations

We made recommendations relating to care and development, the environment and leadership and management.

# 1. Well-being

Good

## Summary

Children have choices and make decisions about how they want to spend their time. They are settled and feel safe in the familiar environment. Children interact well and learn to be polite, well mannered and share. They enjoy the experiences available to them and learn skills that support their development.

## Our findings

Children had choices and their ideas, opinions and needs were listened and responded to positively by staff. During story time children were given an opportunity to choose which book they would like to read. A child chose one that matched their friend's slippers. Children were moving around the environment freely and could choose where and what to play with. For example, before lunch children could make a decision to play indoors or outside. Children were asking for items and resources they wanted that could not be freely accessed. For example, a child asked if they could have the large chinks to play with outside, which staff provided for them. Children's views and opinions were gathered through observations, discussions and questionnaires that were sent home and filled in with the support of the parents.

Children were relaxed and arrived at the service happy. Most children who came from the school settled well. One child, who was a little upset, soon happily joined in with the others, with a little comfort from a member of staff. Children felt safe as they were familiar with the environment and routines. They had developed positive relationships with staff who they enjoyed communicating and interacting with. One child was very pleased to see a particular member of staff, running up to them to give them a cuddle when they arrived.

Children interacted positively. They were learning to share resources and take turns. For example, two children playing in the home corner happily took turns to pretend to cook lunch. A child asked another child if they could have a go on the electronic game they were playing on, which the child allowed them to do. Children learnt to be polite and well mannered, saying please and thank you at appropriate times such as snack time and during their play, with only a few reminders from staff.

Children actively sought out activities they wanted to do and those that interested them. They were able to play alone, with other children or alongside a member of staff. A group of children were enjoying playing a game with a member of staff. They were identifying pictures of different objects and then making noises or comments on what they had seen. For example, making noises when they identified a picture of a cow or saying they liked them on their sandwich when identifying a tomato on the picture. Children enjoyed playing outside and the experiences available to them. The children all played in the mud kitchen, stirring their creations with sticks and adding more mud or water if they wished.

Children had access to a suitable range of resources that inspired their curiosity and learning. For example, a child was very interested in the magnet they had found. They went around the room finding objects that stuck to the magnet. Most children were able to focus for an appropriate length of time for their age and stage of development. For example, a group of children sat and played a matching game and remained focussed until they had finished. We noted children were not given opportunities to be independent during snack time.

## **2. Care and Development**

**Good**

### **Summary**

Staff understand their responsibility to keep children safe and implement effective policies and procedures. They promote a healthy lifestyle and are good role models for the children, resulting in interactions being managed well. Staff plan suitable activities and opportunities for the children, which supports their learning and development. However, some opportunities for children to be independent are not always promoted.

### **Our findings**

Staff followed effective policies and procedures that ensured children were safe. This included understanding the process to follow should they have concerns about a child. They also had paediatric first aid training that gave them the knowledge to deal with accidents appropriately. Staff completed fire drills frequently enough to meet regulations. We noted that new children had started at the service and had not had the opportunity to be part of a fire drill. Staff ensured they kept appropriate records of children's attendance.

Staff promoted a healthy lifestyle. Nutritious snacks were served, which included toast, yoghurt and fruit. Opportunities were provided so children could be active and get fresh air. Staff implemented cleaning routines that helped prevent the spread of germs. For example, tables were sanitised before they were used for snack or lunch and handwashing was completed at appropriate times.

Staff communicated with the children in a caring and supportive manner. They were good role models, supporting and encouraging children to behave appropriately and be kind and respectful towards others. Staff dealt with unwanted behaviour appropriately and following the policy. For example, when a child accidentally hurt another child, a staff member got down to the child's level and spoke to them about their behaviour and asked them to apologise. Staff used praise to celebrate achievements. For example, when a child identified a letter they had been learning.

Staff made regular observations of the children that helped them to understand their development. These were recorded in children's individual records and used effectively to show progress and plan activities. Planning seen showed staff provided children with a range of activities that were completed through adult led activities or during routines. For example, teaching Welsh during snack time by asking the children if they wanted Llaeth (milk) or Dwr (water) to drink. Staff responded to children's interests and enhanced them with the resources they provided. For example, a child showed an interest in a washing machine, which led to a conversation about clothes and washing. This resulted in children wanting to pretend to bath the dolls, so a member of staff got the baby baths and dolls out for the children.

Staff supported and encouraged some independence. They provided resources that children could freely access and equipment was available for children so they could use the toilet and washing facilities independently. This included a small step and toilet seat. We noted that independence was not fully promoted during snack time as staff prepared and served the food and poured drinks for the children, rather than involving them in this task.



### **3. Environment**

**Adequate**

#### **Summary**

The environment is generally safe and checks are completed regularly to ensure new hazards are identified and managed well. The areas used by the children are inviting and child centred and most are suitable for the children. However, some improvements could be made to storage of cleaning equipment and the security of one of the outdoor areas. Resources and facilities are suitable and of a good quality.

#### **Our findings**

Leaders implemented some positive practices to ensure the environment was safe. Entrance to the service was secure and all visitors were recorded. Risk assessments evidenced that most hazards were identified, eliminated wherever possible or suitably managed. For example, chairs and tables stored in the room were done so safely and the cords on the window blinds were tied up out of reach of the children. Daily checks were also completed by staff. These ensured the room was safe before children arrived. However, we noted some cleaning equipment was stored in the room and was potentially able to be accessed by the children and one of the areas used outside was not fully secure.

The environment was generally welcoming and child friendly. Although the room was used by other services, it was child friendly and there was children's work on display, resulting in the children having a sense of belonging and value. The room was reorganised at lunch time to accommodate school children. This was done in a way that did not have a negative effect on the children at the service. The space was bright, with lots of natural light coming through the large windows.

The outdoor environment used by the service was also used by the school. There was a small yard where children had opportunities to play ball games, another larger yard that was equipped with a range of inspiring equipment including a mud kitchen and wooden tepee. There was a large field that was available when the weather permitted. There was a small path directly outside the service, which we saw being used by the children. Although this gave them the opportunity to get fresh air we noted it was not entirely secure. There was a potential for children to go out of sight and away from the main room if not adequately supervised.

Leaders provided children with suitable resources and equipment that allowed them to learn through their play. Some natural resources were provided including sand and wooden pieces for construction or other activities. Storage allowed equipment to be kept clean, well maintained and where possible accessible to the children. Leaders provided child sized chairs and tables and made sure toilet facilities were suitable for the children. This allowed them to be used independently by the children.

## 4. Leadership and Management

**Good**

### Summary

Leaders manage their service well. They effectively use self evaluation to make improvements. Staff are managed effectively and receive regular appraisals. Positive partnerships are developed with parents, the school and local community.

### Our findings

Leaders ensured policies and procedures reflected current practice and were updated regularly. The statement of purpose included all the required information parents needed to make a decision about the care their child received. The person in charge worked closely with other leaders and the committee to ensure the smooth running of the service and identify and implement changes and improvements needed. Leaders considered the views and some recommendations made during the last inspection and changes were made accordingly. For example, more sensory resources had been purchased and the outdoors was utilised more. Leaders were aware of the importance of teaching children Welsh and some staff were heard using some basic Welsh with the children, however this was not consistent or embedded in practice.

Self evaluation was completed regularly and an annual quality of care report produced. The views of others including staff, children and parents were collected, formed part of the review and were used to make improvements. For example, staff had commented that the storage was not adequate. Changes were made to ensure these facilities were improved. Leaders had written action plans for improvements they had identified. This evidenced that these improvements were being made and reviewed regularly. For example, improvements had been made to the outdoors, which leaders had identified as an area that needed improving.

Leaders had ensured all the required information regarding staff was contained in their individual files. These also evidenced that there was a robust recruitment process in place and that staff checks were completed before staff commenced their role at the service. Staff received annual appraisals and had opportunities to have discussions with leaders regularly to ensure information was shared and training needs could be identified.

Positive partnerships were developed with parents. Lots of discussions were heard and information was shared with parents when they collected their child. Parents were invited to be on the committee so they could have a more active role in the running of the service. There were close links with the school as they operated from the same site. This allowed information, resources and facilities to be shared.

Some positive links were developed with the local community. For example, children were sometimes taken for walks to the local parks or visitors were invited to the service to talk with the children. These included the local police officer and lollipop lady.

## **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 recommendations;

- to promote more independence during snack time by allowing children to be involved in preparing and serving snack and pouring their drinks;
  - conduct more frequent fire drills, ensuring they include all the children who attend at various times;
  - to store items including mops and buckets out of reach of children;
  - ensure if children are using the outdoor area directly off the main room there are secure boundaries or sufficient supervision to ensure children cannot leave the area unsupervised, and
- further develop the use of Welsh within all aspects of the service.

## 6. How we undertook this inspection

This was an unannounced full post registration inspection undertaken as part of our schedule of inspections. One inspector visited the service on 4 June 2019 from 9:40 to 13:15.

We:

- inspected, risk assessments, policies and procedures, registers, four staff files and five children's files;
- observed practice and completed observations using our SOFI 2 to evidence the children's engagement and the care being provided by staff;
- spoke to the children, staff and person in charge;
- inspected areas used by the children, and
- gave feedback over the phone to the responsible individual on 7 June 2019.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Louise Ankers
Person in charge	Rachel Foley
Registered maximum number of places	19
Age range of children	2 – 4 Years
Opening hours	9:00 – 15:00 Monday to Friday term time only.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First since re registering as CIO.
Dates of this inspection visit(s)	04 June 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 children who use, or intend to use the service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'
Additional Information:	

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