



Childcare Inspection Report on

Sure Start Westwood

**Westwood Early Years Centre
Tabernacle Street
Buckley
CH7 2JT**



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Description of the service

Sure Start Westwood is Flintshire County Council's registered crèche provision. It is registered to provide care for up to 24 children and offers the provision to children aged 0 – 4 years to enable Parents/carers to access a range of learning, training and development opportunities. The crèche operates from various locations throughout the year, namely, Westwood and Early Years Centre, Buckley, Aston Family Centre, Shotton, Flying Start Centre, Flint and Greenfield Business Centre, Greenfield. The service is open on various days and at various hours to meet the needs of the parents and in accordance with the courses being run. Flintshire County Council are the registered organisation and have nominated Gail Bennett as the Responsible Individual for overseeing the service. Ruth Thomas and Sam Greatbanks are the persons in charge of the day to day organisation and operation of the crèche services. The service can be provided through Welsh or English to meet the needs of the children attending. The service does not implement the 'Active Offer' in relation to the Welsh language, meaning parents and children are not able to access the service and it's policies through the medium of Welsh without having to ask for it.

Summary of our findings

1. Overall assessment

Children attending accomplish much in the brief time they are in the care of this service. They are listened to and enjoy making choices freely in relation to their play and routine. They are supported to feel safe and have their needs met. Staff are well qualified, adaptable, experienced and professional in their approach. They understand how to keep children safe and are positive role models. The environment is versatile, well resourced and suitable for the age range of children being cared for. Leadership and management have a clear understanding of the aims of the service, are committed to delivering a high standard of care and are well organised. They are dedicated to ensuring staff remain suitably qualified and trained to meet the needs of the children and ensure their safety.

2. Improvements

Since the last inspection, the crèche now offer parents the opportunity to attend a coffee morning with their child as a means of introducing the parents to the service and to help familiarise the children with the setting and staff.

3. Requirements and recommendations

We have made no practice recommendations for this service.

1. Well-being

Summary

Children are encouraged to make choices and express themselves. They form positive emotional attachments and are made to feel valued and secure. Children experience consistency with staff and therefore a familiarity with their expectations for behaviour. They are supported to develop a sense of right and wrong and have behaviours such as sharing and taking turns modelled to them by staff. Children are nurtured, supported emotionally and are learning to become independent.

Our findings

1.1 To what extent do children have a voice?

Children are confident to speak and communicate using non-verbal cues as they know they will be listened and responded to appropriately and in a timely manner.

Children were happy to express themselves, making independent choices about the activities and toys they wished to play with. They were confident staff would be there to support them when required and to play alongside them when they wanted them to. Children moved between playing with the play dough to painting a picture at the easel, children of all ages enjoyed the range of activities available to them. One child became unsettled; staff swiftly recognised it was meal time for the child and prepared the child's lunch, the child was content to be supported to eat and was settled for the remainder of the session.

Children are confident that they will be listened to and find the response they receive stimulating, warm and consistent.

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

Children are able to develop attachments with staff and as a result feel safe, happy and secure. They receive respect from staff who understand their needs and value their contributions.

Children, on separating from their parents settled quickly with re-assurance, distraction and warmth from staff for support. Children were able to develop bonds of affection. One child recognised a member of staff from the previous session, and was greeted by name and with a smile by the member of staff. The child was welcomed to sit on the staff member's knee and happily looked through a book with her. Children were happy to play alone and alongside their friends; all reaching up to pop the bubbles being blown by a member of staff and enjoying the experience together. Children's achievements were celebrated as staff had displayed their art work on the wall to share with the parents.

Children felt valued as staff knew their names, remembered their preferences and made them feel secure and welcomed.

1.3 How well do children interact?

Children are becoming sensitive to the emotions of others and are learning to play co-operatively, sharing and taking turns.

We saw a young child being rocked to sleep in their pram, another child was keen to help with this and held on to the handle of the pram contentedly rocking the pram back and forth with the staff member. The child's efforts were recognised with the staff member thanking the child for their help. Children benefitted from staff modelling how to take turns. A small group of three children sat together with a staff member, the staff member directed the play by saying 'now x turn, are you ready for your turn next x?' The children's efforts were celebrated and the much laughter and enjoyment was heard.

Children are developing consideration of other's needs and flourish from the examples they are set by staff caring for them.

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

Children are interested in and engage with the toys and play activities planned for them.

Children explored the playroom freely, confidently moving between areas which took their interest. They were seen to focus for an appropriate amount of time for their stage of development for example, one child, with the support of staff, used the iPad to look at photographs of blossom before creating a collage of a blossom tree using crepe paper and glue which had been prepared and made available to the children before the start of the session.

Children are respectfully enabled to participate fully in the activities available to them and are supported well.

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

Children are encouraged to develop, achieve their potential and become independent.

Children were given opportunities to develop skills and accomplish things for themselves. We saw a young child being fed their lunch, this was carefully spooned in to the child's mouth however, later the child was given some finger foods and given the opportunity to have a go at feeding themselves. Another child who was familiar with drinking from a bottle had been provided with the opportunity to drink from an open cup. The child drank successfully from the cup and received praise and celebration for his achievements. It was pleasing to see staff playing alongside the children and how much the children gained from this. We saw a staff member modelling how to cut a star out of the play dough, a child watched intently and copied the modelled actions independently, successfully cutting out a play dough star.

Children have fun while developing skills and accomplishing things for themselves.

2. Care and Development

Summary

Staff are confident, enthusiastic and have a sound understanding of how to keep children safe and healthy. They understand the importance of working in accordance with the service's policies and being consistent in their approach to behaviour management. Staff promote a nurturing ethos of care and celebrate children's diversity.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff follow procedures and know how to keep children safe and healthy.

We spoke to the staff about fire safety and how they kept children safe. Staff were able to tell us the fire evacuation procedure and were familiar with the routes of escape for this venue. They had a sound understanding of child protection and how this should be reported should they have any concerns about a child in their care. Procedures were in place for checking the contents of the first aid box and staff had followed these procedures accordingly. A whiteboard was displayed in the playroom which provided parents with useful information in relation to the names of the staff caring for their child/children, the activities planned for the children during that session and the snack choices available to the children. Staff promoted healthy choices by offering the children a selection of fresh fruit for snack and encouraging the children to try new foods. All staff were first aid qualified meaning that they would know what to do in the event of an accident. Staff knew which records would need to be completed and how accidents or incidents should be reported to the persons in charge.

Staff have a comprehensive knowledge of how to promote children's health and how to keep them safe.

2.2 How well do practitioners manage interactions?

Staff have an accurate understanding of child development and set realistic boundaries for children as a result.

Staff are well qualified and, due to the consistency of staff at the service for the duration of the crèche sessions, consistent in their approach. They worked seamlessly together to ensure good behaviour was promoted and children's positive behaviour was celebrated. Staff set high expectations and ensured these were maintained. For example, children all sat together to eat their snack and have their drinks, one child got out of his seat and wandered off. The child was gently reminded to remain at the table to drink his drink and climbed back on his chair.

Staff manage interactions in a positive way which promotes good behaviour in an effective way.

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

Staff understand children's developmental needs and provide them with play and learning opportunities which are fun.

Staff had a strong understanding of the Foundation phase principles and planned activities which were complimentary to these whilst still taking account of the children's age and stage of development. They kept parents informed of their child's progress through face to face conversations on collection of their child and through a sessional report. The sessional report provided parents with many details including, their child's keyworker and the activities their child had participated in that day. Examples of children's craft work were kept in individual learning journal folders and were given to parents during the final week as a record of their child's development. Staff promoted the children's development, counting the beanbag frogs with a child and using Welsh words and phrases whilst playing alongside the children. A young child who was not yet able to walk independently, had bare legs, staff recognised that this was a barrier to her fully enjoying herself and being able to explore freely due to the rough carpet. The child was changed into trousers and was then able to fully integrate into the play.

Staff optimise the time the children are in their care in order to ensure they develop, learn new skills and make good progress.

3. Environment

Summary

Leaders operate the crèche from premises which are safe, suitable and well maintained. They ensure there is an ample range of toys and resources available to staff which suit children of various ages and which are of good quality.

Our findings

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

Leaders have processes in place to ensure the environment is safe and remains safe whilst the children are attending.

Procedures in place ensured staff secured the door to prevent unauthorised access once all the children had been dropped off. A spillage of fluid on the floor was instantly cleaned up by staff to prevent any accidents occurring and visual checks throughout the session meant the room stayed free from hazards. We found there was a place for the staff to report any broken equipment to the persons in charge and staff knew this would be responded to. A highchair used by the youngest child was in sound condition and looked clean and fresh. Staff were seen to clean this down with antibacterial spray after it had been used. We found daily risk assessments were being completed with one having been signed for the day of the inspection. These addressed issues such as cleanliness, room temperature and staffing ratios.

Leaders have successful paperwork in place which staff earnestly complete when the processes of ensuring the safety of the environment has been actioned.

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

Leaders provide an environment which is suitable to meet the children's needs.

The playroom the crèche operated from in the Westwood centre was spacious, light and well equipped. There was a carpeted area with soft play equipment where young children could rest and/or develop their physical movements. Hard flooring on part of the room enabled the children to participate in craft activities and meal times and meant this was easily cleaned. The playroom was clean and well decorated. There were a sufficient number of low level bathroom facilities for the children to use which encouraged them to become independent and develop good hygiene practices such as washing their hands. The playroom was child centred as there was ample space to allow children to move around freely and safely and bright colourful displays enhanced the playroom and celebrated the children's achievements. The playroom was open plan and on one level making it an inclusive space to any children who may attend the crèche. Radiators were safely covered to minimise any risk to children and there was a first aid box readily available within the playroom. Tables, chairs and other storage furniture was low level making them accessible to the children. One area had built in

steps against the wall which helped children to develop their physical skills and enabled them to interact with the displays and mirrors on the walls.

Leaders have given thoughtful consideration to meeting the needs of the children when planning and resourcing the playroom.

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

Leaders ensure resources and equipment are planned in advance to make them appropriate for the child's age and stage of development.

We found toys and activities were laid out ready for the children to use immediately on their arrival. There was a broad range of toys available which encouraged the children's all round development. For example, there was spinning top toy which the children learnt how to press and operate and a toy which had bells and mirrors on it which fascinated the children and engaged their sensory development. We found all equipment to be in good condition and suitable for the children's use. This service benefitted from being run alongside the Flintshire toy library which enabled them ready access to additional and exciting toys which would spark new interest from the children.

Leaders provide systematic and planned access to an extensive range of suitable and safe, toys and resources.

4. Leadership and Management

Summary

Leadership is effective in ensuring the crèche is delivered in the best possible way to meet parent and child needs alike. They have a precise understanding of their roles and responsibilities when caring for the children and as a result, ensure compliance with the regulations and National Minimum Standards. There are procedures in place to keep leaders informed of how the service is performing which enables them to plan for future improvements. Leaders manage staff with professionalism ensuring all staff are qualified and employed in sufficient number to meet the needs of those using the crèche.

Partnerships with parents and other agencies is at the centre of this service and Leaders effectively deliver a crèche service to meet their needs.

Our findings

4.1 How effective is leadership?

Leaders have clear aims and purposes for their service and have procedures in place which ensure these are met.

There is a thorough and concise statement of purpose for this service. This enables parents to have a good understanding of what to expect and enables them to make informed choices about the care they want for their child/children. Policies and procedures are kept under review and are updated accordingly to ensure they reflect current and best practice. Leaders are visible and actively involved in the partnerships with parents; staff know they are available to offer advice and can draw upon their guidance if required. Leaders understand the temporary arrangements of a crèche service but despite this have been able to establish a staff who work well together as a team and value the contribution they all make. They provide staff with a thorough induction and ensure they receive a copy of the service's policies and procedures at the start of their employment thus making staff clear of their expectations and responsibilities.

Leaders are systematic, organised and successful in the way they manage and lead this service.

4.2 How effective is self evaluation and planning for improvement?

Leaders have systems and procedures in place to gain views of the service in order to make future improvements.

Leaders actively seek the views of those using the service and working in the service in order to plan for and make improvements. Some ways they have achieved this is by providing evaluation forms to parents at the end of each block of training and speaking to parents away from the service to ask how they feel the crèche is operating. This gives parents a platform to express their opinions without the children

and staff being present and provide feedback directly to the leaders. Leaders conduct a self-evaluation of service each year and this has helped to compile their quality of care review. Information for this is obtained in part, from regular team meetings, group appraisal, staff observation and development planning sessions. These ensure staff are an integral part of the evaluation process and are able to influence future improvements.

Leaders have comprehensive processes in place which optimise the feedback from parents and they use this effectively to plan for improvements.

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

Leaders ensure there are sufficient, qualified and well inducted staff available to operate the service.

Leaders had ensured staff had received an induction at the start of their employment and worked alongside colleagues for a period of three months prior to being included in the staffing ratios; this is good practice as it provides staff with the opportunity to learn about the service and how the policies are implemented without having keyworker responsibilities. Regular observations of staff practices have helped to inform bi-monthly supervision and annual appraisal resulting in staff who are reflective of their practice. Leaders had planned for forthcoming staffing requirements by ensuring child registration forms are completed prior to the crèche operating. This enabled them to understand the children and parent's needs and staff the service accordingly. For example, during this crèche a child registered required 1:1 support; leaders staffed the crèche with an additional member of staff to meet this child's needs. Leaders ensured all staff have completed mandatory training in Paediatric first aid, first aid at work, manual handling, child protection and food hygiene, meaning that leaders could be confident any staff member working at any of the crèche services were appropriately trained to know how to keep children safe. All staff had a current Disclosure and Barring Service check to assess their suitability to work with children. Leaders value continued professional development and encourage staff to attend regular training to further their practice, for example, one staff member had attended training on Hand Washing and Allergens, while another had attended 'Elklan' training to learn how to support children with Speech and Language development. Leaders set high expectations of their staff and ask staff to sign a code of practice outlining their roles and responsibilities.

Leaders exceed the requirements of the regulations in order to ensure staff are versatile and flexible and able therefore able to meet the changing needs of this service.

4.4 How effective are partnerships?

Leaders place great priority on developing and nurturing partnerships to ensure the successful deliver of this service.

Leaders are clear that their aims for this service is to deliver 'high quality care for children under four years in order to enable parents/carers to access a range of learning, training and development opportunities.' As such, leaders value the input of parents and other professionals in the delivery of their service. Parent feedback from previous crèche sessions has resulted in a pre-course coffee morning being offered, providing parents with the opportunity to meet crèche staff, see the facilities available, gain an understanding of the service and spend some time with their child/children at the service prior to the crèche being operated. This is good practice as it gives parents re-assurance of how their child will be cared for and provides them with the opportunity to ask any questions they may have and inform staff of any particular needs their child or they themselves may have. Leaders actively seek the views of other professionals and include this within their quality of care review. Feedback was positive, with professionals valuing the work the crèche does and removing the barrier many parents have in being able to attend courses due to not having child care.

Leaders operate a service which is highly valued by those who use it. They fully involve parents in the work they do and as a result offer consistently meet the needs of those using the service.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We have made no recommendations for improvements to practice.

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 22nd May 2018 between the hours of 12:05 and 15:25.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations to evidence the children's engagement and the care being provided by staff;
- spoke to the four staff present and the Persons in Charge and
- considered the safety and suitability of the environment for the children.

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 Creche
Responsible Individual	Gail Bennett
Registered maximum number of places	24
Age range of children	0-4 unless by prior arrangement with the service.
Opening hours	Various to meet the needs of the parents and courses being run.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	18 March 2015
Dates of this inspection visit	22 May 2018
Is this a Flying Start service?	No – this service is a crèche facility.
Is early years education for three and four year olds provided at the service?	No – this service is a crèche facility.
Does this service provide the Welsh Language active offer?	This service does not implement the ‘Active Offer’ in relation to the Welsh language, meaning parents and children are not able to access the service and it’s policies through the medium of Welsh without having to ask for it.
Additional Information:	

