



Childcare Inspection Report on

Dragon`s Daycare

**The School House
Tanyfron School
Tanyfron Road
Wrexham
LL11 5SA**



Date Inspection Completed

23/07/2019

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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

Dragon's Daycare offers full day care and runs from a building located near the grounds of Ysgol Tanyfron in Brymbo, Wrexham. Katie Cleverley is both the registered person and person in charge of the day to day running of the service. The service opens Monday to Friday from 8:00-17:30 closing for bank holidays and approximately one week at Christmas. The service is registered to care for a maximum of 31 children from aged two to 16 years. Funded early education places are available and the service is also inspected by Estyn.

English is the main language of care with Welsh promoted. This is a service that does not provide the Welsh language 'Active Offer'.

Summary

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

1. Overall assessment

Children are happy and enjoy attending the service. They interact well and the variety of experiences develop a range of skills. Staff are nurturing and meet children's individual needs effectively through a supportive, stimulating environment. Leadership is mostly effective with a dedicated team of staff whom work closely to provide good quality childcare.

2. Improvements

Since the last inspection leaders have made improvements including:

- Purchasing new outdoor equipment;
- involving parents in creating a special garden area in memory of a child and,
- regularly providing staff with up to date training across a range of different areas.

Following this inspection, the registered person confirmed in writing that she would employ an additional member of staff to ensure staff ratios meet the legal requirement.

3. Requirements and recommendations

We advised the registered person that improvements are needed in relation to staffing ratios and suitability procedures for volunteers. This is in order to fully meet the legal

requirements. Notices have not been issued on this occasion, as there was no significant impact for children using the service. However, we expect the registered person to take action to rectify these and they will be followed up at the next inspection.

We made recommendations in relation to free flow play opportunities and the snack provided.

1. Well-being

Good

Summary

Children thoroughly enjoy attending, express themselves confidently and are familiar with the rules and routines of the service. They co operate well with adults and each other and show respect towards people and equipment. Positive experiences enable children to develop a wide range of skills and become independent.

Our findings

Children were encouraged to express themselves during their time at the service. Older children helped set up the activities and their ideas were taken into account in activity planning. Children told us staff listened to their suggestions at monthly meetings and their requests were listened and responded to in a timely manner. For example, children asked to play charades instead of having another story, which they did and a child had previously suggested doing a superhero topic, which the children were working on that day.

Children were relaxed with established routines in place, which provided a sense of security. For example, they knew to wash their hands before lunch, to sit on the carpet for story time and they understood the service's rules well. Children separated from parents/carers with ease and settled straight to activities, which showed they were relaxed and comfortable. Many children showed strong affection, approaching staff for one to one chats about their interests and younger children were keen to show staff their finished work and sit on their laps.

Children co operated extremely well with adults and each other. Interactions were polite with children happily chatting to friends about magical unicorns and griffins whilst completing their work. Younger children enjoyed the warm welcome they were given on arrival, as those who liked it, received waves and cuddles from the older children. Children were respectful and helped one another. For example, older children helped spell words such as 'Mercury' when completing their space work.

Children had positive attitudes towards the holiday club and thoroughly enjoyed their play and recreational activities. We saw them having fun playing badminton and football and they liked making papier-mâché planets. Squeals of enjoyment could be heard as children travelled down the steep slope on the ride-on toys. Nearly all children were motivated and positively stimulated. A young child was engrossed whilst playing with the doll's house and concentrated for a long period, putting the wooden people to bed and tucking the quilt in. Children told us they enjoyed the activities at the holiday club and one child told us they would be sad when they are too old to attend, as they love it and would really miss it.

Children had access to a good variety of experiences with most toys and resources within their reach, enabling them to develop skills, follow their interests and be independent. For example, a child decided to get a story book from inside the classroom to help re-enact a story outside. Independence was successfully promoted by children being encouraged to do things for themselves such helping themselves to drinks from the water cooler, spreading butter on toast and using the toilet.

2. Care and Development

Good

Summary

Staff understand their roles and responsibilities and are effective in keeping children healthy and safe. Staff manage interactions well through a supportive, caring environment. They promote children's all round development and meet their individual needs successfully by planning a good variety of play, recreational and leisure experiences.

Our findings

Staff followed effective procedures which kept children healthy and safe. Records showed children and staff attendances were written down with their arrival and departure time noted, ensuring all children could be accounted for. Accident and incident records were completed accurately and shared with parents. All staff had attended up to date paediatric first aid training which strengthened their skills and knowledge when managing minor injuries. Staff understood the service's safeguarding children policy, had attended child protection training and knew who to notify should there be a concern about a child. The service had successfully implemented the healthy sustainable pre school national award and were part of the designed to smile campaign. This enabled staff to teach children about how to keep healthy and look after their teeth. Children understood this and told us why dried fruit such as raisins were not good for their teeth. Appropriate hygiene practices were followed and food offered was healthy. However, staff did not keep a record of food given and snack options could have had more variety.

Staff managed children's interactions effectively. They put children's well-being first by creating a supportive environment, which positively impacted their behaviour and helped build children's emotional development. For example, staff showed genuine interest and listened intently when children talked about their home activities such as going on holiday, which enabled them to feel valued. Staff were good role models and used praise well for playing nicely, sharing resources and for good work. This encouraged mutual respect and resulted in children behaving well with very little unwanted behaviour seen on the day.

Staff successfully promoted children's learning and development. Holiday club children were provided with an abundance of recreational activities and staff planned topics around children's interests. Staff encouraged children to take risks within a safe environment which allowed children to challenge themselves, for example, when playing on the climbing frame. Staff were keen not to over manage the children and allowed them to test their capabilities as well as develop their motor skills, balance, co-ordination and body awareness. Records showed staff supported nursery aged children to develop skills through a broad range of experiences linked to the foundation phase curriculum, for example, through mark making,

bead threading and counting activities. Photographs, observations and daily notes demonstrated staff knew children well and activities reflected children's individual needs.

3. Environment

Good

Summary

Leaders follow procedures which ensure the environment is safe for children. They care for children in a stimulating environment with facilities which meet their needs and interests. Resources are of good quality and the outdoor play area is used successfully. Leaders use recycled/sustainable materials well for the benefit of both children and the environment.

Our findings

Leaders successfully provided a secure environment for children. Doors were locked at all times and entry was controlled by staff. The outside play areas had perimeter fencing which helped prevent children from leaving the service unsupervised. Records showed fire drills were conducted regularly and children told us the procedure to be followed should there be an emergency. Written risk assessments for the premises and activities ensured potential hazards had been reduced or eliminated and these were reviewed regularly.

Leaders were committed to providing a stimulating environment through the use of display, well-chosen resources and appropriately sized furniture. For example, children's craft work was attractively displayed around the room and on washing lines which enabled children to feel their work was valued. Low level chairs and plenty of books in the reading area encouraged children to sit comfortably and share stories together. Older children had access to a separate room, which was more suited towards their age range and contained resources to match their interests such as more complex board games. Leaders ensured the outdoor play space was given a high priority which had a positive impact on children as they were regularly able to run around, get fresh air and connect with nature. However, leaders did not consistently offer the opportunity for children to experience free flow access to the outdoors which would help develop their independence. We also discussed keeping outdoor areas as tidy as possible by clearing fallen leaves regularly and removing equipment such as the hosepipe when not in use.

Leaders provided a range of resources which suited the children's age and stages of development. The outdoor play area was a particular strength and stimulated children's interest and imagination due to the layout of the area and the wide range of play equipment available. For example, children had access to a summer house, water play, painting easel and they could go down a slope on their ride on toys. Recyclable materials were used to create a den, seating, a role-play car and plants were growing out of used tyres. Indoors, play materials and books supported ethnic diversity and leaders celebrated other cultures such as Chinese New Year. Resources we saw were clean and in good condition with leaders cleaning toys daily with more thorough steam cleaning taking place weekly.

4. Leadership and Management

Good

Summary

Leaders are committed and work closely to ensure the service runs effectively. Self evaluation is a priority with leaders continually improving the service and updating staff training needs. However, improvements are needed as volunteers and staff ratios are not always managed well enough. Partnerships are a strength with leaders having positive relationships with parents and the local community.

Our findings

Leaders were experienced and worked effectively to deliver a shared vision to ensure good outcomes for children. They encouraged children and staff to contribute towards decision making which created a positive ethos where everybody felt valued. A dedicated committee were involved with the running of the service and meeting notes showed regular discussions were held which developed a sense of purpose and promoted improvement. Policies were mostly reviewed and leaders, informally, observed staff which ensured policies were understood and followed by all staff. Parents had access to the service's policies and procedures and the statement of purpose reflected the service well enabling parents to make an informed choice.

Leaders were reflective and evaluated the service effectively. Parents and children's views were included in the annual quality of care report and leaders had identified priorities for improvement. For example, leaders had recently added more sustainable materials outdoors and planned to further develop an aspect of the garden area. Leaders took constructive criticism on board and started to immediately address issues raised during inspection.

We looked at children's registration records and found these were well maintained and included all required information. Leaders supported staff well through supervision and annual appraisals and ensured staff had access to regular training. Staff files were complete showing safe recruitment processes in place, including induction and all staff had up to date enhanced criminal record certificates, which evidenced their suitability. However, leaders did not have effective procedures in place for checking the suitability of volunteers as one volunteer did not have an enhanced criminal record certificate or staff file. We also found staff ratios did not always meet the national minimum standards. We advised the registered person that improvements are needed in relation these issues in order to fully meet the legal requirements.

We saw a good level of trust had been established and parents we spoke to were complimentary about the service. Leaders engaged regularly with parents through informal conversations, newsletters, the information board and the service's social media page.

Leaders had links with the local community which enriched children's experiences of their local area. For example, children were taken on weekly outings to feed the horses and look for frogs and butterflies. Leaders ensured a variety of experiences for children. For example, they arranged visits from the police and supermarket. This enabled children to feel part of their community and understand the world around them.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Requirements and recommendations for improvement

We have advised the registered person that improvements are needed in order to fully meet the legal requirements. These relate to the following:

Regulation 14 of The child minding and Day Care (Wales) Regulations 2010. The registered person must have regard to the national minimum standards in relation to staffing ratios.

Regulation 28 of The Child Minding and Day Care (Wales) Regulations 2010. The registered person must not allow a volunteer to look after relevant children unless that person is suitable to do so.

Notices have not been issued on this occasion, as there was no immediate or significant impact for children using the service. We expect the registered person to take action to rectify these and they will be followed up at the next inspection.

We recommended:

- Encouraging more free flow play opportunities to promote children's independence and decision making skills and
- following the new Welsh Government food and nutrition guidelines to ensure snacks are varied and to ensure food offered is written down in order to track back in case of any allergies.

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 from 09:00- 15:40 on Tuesday 23 July 2019.

We:

- observed practice and completed observations using the SOFI2 tool to evidence the children's engagement and the care being provided by staff;
- inspected the environment, toys and equipment;
- spoke to the children, staff and two parent/carers;
- spoke to the registered person whom was also the person in charge;
- looked at a wide range of records including the statement of purpose, policies, procedures, staff files and children's records and
- provided feedback to the registered person on the day of inspection.

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 Full Day Care
Registered Person	Katie Cleverley
Person in charge	Katie Cleverley
Registered maximum number of places	31
Age range of children	2-16
Opening hours	8:00-17:30 closed for bank holidays and a week at Christmas
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	13 June 2017
Dates of this inspection visit(s)	09 July 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 service does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of the 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:	

Date Published 27 August 2019