



Childcare Inspection Report on

Rainbow Creche

**Ely Centre
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Ely
Cardiff
CF5 4HB**



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Description of the service

The Salvation Army is registered with Care Inspectorate Wales (CIW) to care for up to 20 children aged up to 12 years. There is a Responsible Individual (RI) who oversees the management of Rainbow Crèche on behalf of the organisation as well as a Person in Charge (PiC) who manages the setting on a day to day basis. The crèche currently offers 15 Flying Start places, in addition to five privately fee paying places. Flying Start is a Welsh Assembly childcare initiative, whereby children have to be living a specific geographical area and referred to the setting by a health visitor. The setting is located in a Salvation Army community centre, in a residential area of Ely in Cardiff. The crèche is open from 9.15am to 11.45am, Monday to Friday, term time only. Care is provided through the English language, with the use of some incidental Welsh.

Summary of our findings

1. Overall assessment

Outcomes for children attending the playgroup are very good. Staff are positive and enthusiastic about their roles and the children have clearly bonded with them. The Person in Charge (PiC) and staff team work very hard to build and maintain positive relationships with families and a range of professionals. Children's development is supported by a good range of activities. Resources are of a very high standard which are plentiful and fit for purpose. The PiC and RI were fully engaged in the inspection process and were open and transparent in their interactions with us.

2. Improvements

The following improvements have been noted since the last full inspection in January 2015:

- Activity planning sheets are completed in full and also include some evaluation of activities;
- risk assessments have been reviewed and reflect current practice;
- all policies and procedures have been reviewed in the past 12 months, although some further amendments are required and these have been detailed in the report;
- a stand alone Nappy Changing policy has been written;
- a policy for the use of photography and social media has been written;
- the staff team's first aid and other professional certificates are now kept at the setting and
- the outdoor play space has been developed.

3. Requirements and recommendations

There were no areas of non-compliance identified at this inspection. Good practice recommendations have been made and these mainly relate to the policies of the setting. All recommendations can be found in section 5.2 of this report.

1. Well-being

Summary

Outcomes for children are very good as they are well cared for, happy and settled at the crèche. The crèche is a happy and calm place in which children learn, develop and play well. They are able to make choices about their play as resources are plentiful and their requests are listened to and responded to.

Our findings

1.1 To what extent do children have a voice?

Children have a voice as we saw many examples of children's requests being listened to and acted upon. For example the crèche operates a rolling snack arrangement whereby children are able to choose when they want to eat and choose their own snack from the selection available as well as the amount they eat and drink. The layout of the playroom enables free movement and provides children with plenty of choice. Boxes of toys and resources where appropriate are labelled and within easy reach of the children, all of which supports choice. We noted that some children express themselves well and make their wishes known and staff responded positively to their requests and conversations. Consequently children are happy at the setting and feel comfortable asking for resources and expressing their preferences.

Children's needs and wishes are responded to by a staff team that know them well.

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

Children have formed firm attachments with staff and are clearly very fond of the people who look after them. They settle quickly and cope with being separated from their main care givers. Although the playgroup has adopted a key worker system, which provides a consistent point of contact for parents and carers, all staff work with all children and this helps children form firm relationships with the staff team. It is a small group and therefore very easy for children to form positive attachments with the staff team. Children are awarded stars/stickers for good behaviour and effort and these are distributed on a daily basis. The children were thrilled with their stickers and these had a positive impact on their wellbeing and self esteem. We saw that some of the children were starting to form friendships with their peers. Feedback from parents in the completed CIW questionnaires confirmed that the children were happy and settled at the crèche.

Children enjoy their time at the crèche; they are happy and settled.

1.3 How well do children interact?

Children's interactions are very positive with their peers, people who care for them and visitors to the setting. Nearly all children were engaged in tasks and activities planned for them. They follow instructions well and respond appropriately to the daily routines of the setting. They were encouraged to tidy up their toys and most did with some enthusiasm and relish. Resources and the overall environment are treated with respect. At snack time, children interacted well with their peers and the member of staff and the small group

supports the children well to enjoy general conversation and social interactions. Nearly all children are developing good manners and are able to take turns and co-operate with each other. Such positive interactions ensures that all children can feel safe and secure when spending time at the setting and parents can also feel confident in leaving their children.

Children are engaged, busy and enjoy their time at the crèche; their interactions with one another and adults are very positive.

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

Children are enthusiastic and curious learners, who take great delight in the opportunities the crèche provides. We noted that they were happy to come into the crèche and were confident in leaving their main care givers. Any insecurity was dealt with by staff with sensitivity and understanding. Children are able to explore and enjoy their learning, both inside and outside with a considerable amount of freedom. We noted that children moved freely and independently and were well supported by staff. When outside playing, children thoroughly enjoyed looking for snails and worms and had a fabulous time digging in the dirt. The crèche have bought some Giant African snails, which are growing in a large box. Some of the children were fascinated by the snails and were keen to look at how they had grown, whilst treating them with care and respect. Circle time activities are well run and children are able to follow instructions well and are developing their concentration and perseverance skills. The children enjoyed some of the Welsh songs and activities; however, the use of incidental Welsh was limited. The varied range of activities supported children to explore their imagination as well as developing their social and communication skills.

Children thoroughly enjoy their play and learning.

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

The overall ethos of the crèche supports children to become independent and confident young people and prepares them well, for when they move onto nursery. Before going outside to play, children are encouraged to put on their own coats and outdoor clothing, and given the time and space to do as much as they can for themselves. Likewise they are encouraged to remove their coats and hang them on their peg. We observed that on return to the playroom after being outside, children used the water station to wash their own hands and dry them, again most were independent in these skills. The arrangements for snack also promotes children independence as they are encouraged to do as much as they can for themselves and are given the appropriate time, space and support to do so. Aprons are located near to the messy play area and children could access these independently. As resources are plentiful and well positioned throughout the crèche, this enables children to access them with considerable ease. Children's development records are not consistently maintained as there are different records kept for those children who attend the crèche under Flying Start and those who are self funded. Furthermore, next steps in learning are not identified for any of the children.

Children are very well supported by the staff team to learn, develop and become more independent and this is a real strength of the crèche. However, children's development records are an area for further development.

2. Care and Development

Summary

Staff are well qualified and undertake their roles with enthusiasm. There are well developed systems in place to keep the children safe and healthy and the children's welfare and happiness is at the centre of everything they do. Relationships are warm and mutually respectful which provides children with an environment in which they can grow and learn.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are clear about their roles and responsibilities in keeping children safe and promote a safe and healthy environment. There is a child protection policy in place, as well as a range of policies and procedures that deal with health and safety considerations. However, the child protection policy does not include information on Prevent. From 1 July 2015 Prevent duty became law in England and Wales. There is a duty on all schools and registered early years providers to have due regard to preventing people being drawn into terrorism. Furthermore, staff had not received training in Prevent Duty. The child protection policy was also ambiguous relating to how the setting would respond to allegations made against a staff member. Healthy snacks were provided, with a selection of fruit, water and milk and the setting has been awarded the Gold Standard Award for Healthy Snacks. Children washed their hands after using the toilet and before eating their snacks. The crèche partakes in the Designed to Smile, teeth cleaning program and children were seen to be independent in this area. Accident records are completed appropriately with parents/carers signatures in place. The door to the playroom is kept locked for the duration of the session and parents have to sign their children into and out of the setting, ensuring an accurate record of attendance is maintained. We saw that there are safe routines when walking the children over to the outdoor play space and two members of staff accompany the children, which also promotes their all round safety.

Healthy habits for a lifetime are promoted as routines such as hand washing and nutritious snacks are promoted. These provide children with a good platform to develop a healthy approach and awareness as they grow and develop.

2.2 How well do practitioners manage interactions?

Staff manage interactions very well. They promote positive behaviour as they act as good role models and treat each other and the children with consideration and respect. They position themselves carefully throughout the setting in order to provide help and assistance. This also ensures they keep a close, but unobtrusive eye on the children and are able to intervene swiftly if any difficulties occur. They listen to children and respond in a timely manner. There are clear policies and procedures in place for dealing with unwanted behaviour. Staff offer gentle reminders to share and take turns, but we noted that there was very little need for adult intervention. Children were given stickers for good behaviour, following instructions and helping with tasks which promoted their self esteem and self worth.

The setting is a happy and relaxed place to be as staff have a very good understating of managing children's interactions in a positive way.

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

Children are cared for by a staff team who are caring and responsive to their needs. Planning for activities clearly takes place and there was evidence of limited on going evaluation. The crèche currently has different systems for monitoring children's progress; more detailed records are maintained for those children who attend via Flying Start arrangements. The records for the Flying Start placements include monthly observations as well as termly assessments which highlight any potential difficulties with communication and understanding. If children are identified as having any difficulties, referrals are made to other agencies, such as the Health Visitor and Speech and Language to arrange a suitable intervention. However, we noted that next steps in learning are not identified or recorded for all of the children. Staff do maintain a scrap book which holds pictorial evidence of the activities the children have undertaken as well as a sample of some of their drawings, which is a lovely keepsake for their parents and families. However, these do not evidence progress made. We held discussions with members of the staff team and it was obvious that they understood the needs of the children in their care and they knew the children very well.

The staff team are well qualified, enthusiastic and knowledgeable which ensures that children's play, learning and development are developed, although written records are not maintained for all of the children.

3. Environment

Summary

The setting is very well equipped with a range of quality resources and toys displayed which children can access, promoting a high level of independence. It is bright and welcoming and although it is a 'pack away' service, staff have personalised it with good quality displays of children's work. The environment is warm, welcoming and personalised to the crèche.

Our findings

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

Leaders ensure the environment is safe. Safety checks are carried out on a daily basis and maintenance issues are recorded and dealt with. All safety certificates are in place and risk assessments are detailed. Insurance certificates are up to date. Records demonstrated that fire alarm testing and evacuation drills are carried out on a regular basis. We noted that all areas were clean and free from hazards. The outside space, although small, is well utilised and provides a safe place for children to play. All staff are aware of their roles and responsibilities and children are well supervised.

Leaders are conscientious regarding their responsibilities and ensure the environment is safe and well maintained.

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

The internal doors to the hall/playroom are locked ensuring a good level of security. Visitors are required to sign in and out and the number of staff, visitors and children in the playroom is recorded. The premises are well maintained and cared for and are in good decorative order. The Salvation Army are responsible for the building and use their cleaners and site manager to help maintain the environment. Staff have taken ownership of the setting by decorating the hall/playroom with a good range of displays providing a friendly and welcoming space for children. The room is arranged to enable children's easy movement and access to the resources promoting choice, decision making and independence. The kitchen is used for the preparation of snack and a separate meeting room enables staff and parents to hold confidential conversations. We saw children making use of a range of resources and they thoroughly enjoyed their time in the garden, which although a small space is inviting and well utilised by the children.

Leaders ensure that the setting is very well resourced, providing a safe, stimulating and suitable environment for children to learn and develop.

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

Leaders ensure that children have access to a wide range of high quality resources, equipment and furniture that support and develop their needs. Resources are plentiful and are readily available supporting children's independence and choice. We saw a range of quality resources such as building blocks, mark making, the home corner and a wide selection of multi-cultural toys and Welsh language resources, which children accessed freely. Furniture is of very good quality, well maintained and is appropriate to the age of the children. We saw that tables were cleaned by staff before and after snack time, demonstrating their awareness of infection control. Resources support the foundation phase curriculum and are appropriate to the needs and interests of the children.

The setting provides an excellent range of quality resources and equipment that are utilised effectively.

4. Leadership and Management

Summary

Leadership of the setting is effective. The PiC and RI fully engaged in the inspection process and were open and transparent throughout. The PiC leads by example and acts as a good role model. Partnerships with parents and other agencies are effective and serve the best interests of the children and their families.

Our findings

4.1 How effective is leadership?

Leadership is effective and the crèche is well organised and provides a quality service. It is compliant with the relevant child care regulations and national minimum standards for registered child care providers. Record keeping is well organised and structured and we were able to locate information with some ease. There are a range of policies and procedures which ensure parents are able to make a choice about using the service. However, we noted that amendments were required to some of the policies. For example the Statement of Purpose and Complaints Policy did not accurately reflect the way in which CIW responds to complaints. The Missing Child policy lacked detail on how the setting would need to contact Cardiff Social Services if a child were to go missing whilst in their care. We also noted that the current Nappy Changing policy did not reflect the practices of the setting. However, we did recognise that weekly meetings take place and these ensure communication is on going and staff know what is expected from them and they in turn feel supported in their role. The RI is enthusiastic and provides on going support and leadership to the playgroup. Leadership across all levels of the playgroup is effective as individual staff members take responsibility and use their initiative, as well as following the routines and procedures to ensure the crèche runs smoothly and efficiently.

The crèche is well organised and provides a quality service and this is due to effective leadership and management.

4.2 How effective is self evaluation and planning for improvement?

Self evaluation and planning for improvement is reasonable and there is a clear vision for the service. The PiC engages with a range of agencies such as Flying Start and the local authority to evaluate the setting and further improve the service. They have just started The Quality for All self evaluation scheme with an umbrella organisation for pre school child care, all of which demonstrates that the service is committed to on going development. We also noted that parents have the opportunity to contribute to evaluating the service as they are invited to complete a questionnaire about their experiences when their child moves from the playgroup into nursery and also when attending the regular Stay and Play sessions the crèche organises on a termly basis. Staff have regular supervision sessions, these have an element of self assessment and reflection on individual performance; all of which promotes on going good practice.

Managers are aware of the importance of self evaluation and planning for improvement and make good use of these tools in order to move the service forward.

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

Management of the team and resources is effective and the crèche runs smoothly and efficiently. The team work well together, are aware of their roles and responsibilities and communicate well with one another. Roles and responsibilities are shared amongst the team and are rotated to ensure all know what is expected from them. Staff receive regular supervision or one to one support sessions and notes from the sessions have a reasonable level of detail. There are regular staff meetings which also help to ensure communication is effective and issues are dealt with efficiently. There is a small team of practitioners, but they are able to cover any absences by calling upon a relief member of staff, the RI will also cover if necessary or agency staff will be used to ensure the adult to child ratios are adhered to.

Management of practitioners and resources is effective and ensures the smooth running of the playgroup.

4.4 How effective are partnerships?

Partnerships with parents, families and a range of other agencies serve the best interests of the children. We spoke with parents and they told us that they were very happy with the crèche and felt they could approach staff about any issues or problems they may have. Feedback in parent questionnaires was also very positive. They found staff to be supportive and approachable. Information relating to the children's keyworker is displayed for parents to see. Keyworkers are available for parents to speak with on a daily basis and this ensures communication is open and on going. Additionally, the crèche undertakes termly stay and play sessions with parents and families which also provides a forum for communication. Records demonstrated that parents complete contracts and personal information forms prior to starting at the crèche. The personal information captures the child's individual preferences and personality. Children are encouraged to have settling in sessions, all of which supports a smooth transition from home to the crèche and enhances the child's over all well being.

Partnerships promote positive outcomes for the children and their families.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

The following recommendations for improvement were discussed with the RI and the PiC as part of the inspection process:

- Update Statement of Purpose and Complaints policy to reflect the way in which CIW responds to complaints;
- review the Child Protection policy to ensure that how the service responds to any concerns raised is both appropriate and safe;
- review the Lost Children policy so that Cardiff Safeguarding Team is informed if a child were to go missing;
- amend the Nappy Changing policy so that it reflects current practice;
- staff should receive training in Prevent and an appropriate policy written;
- all children should have the same level of assessment and on going observations in order to evaluate their progress;
- next steps in learning should be identified and regularly reviewed for all children and
- a greater use of incidental Welsh should be included in daily routines and care practices.

6. How we undertook this inspection

One inspector undertook an unannounced inspection which examined all four themes over two visits on Wednesday 7th and Thursday 8th November 2018. A total of nearly six hours was spent at the crèche. The following methodology was used to gather evidence for this report:

- Observations of care routines and practices;
- discussion with RI, PiC and staff;
- conversation with several children;
- visual inspection of both inside and outside play areas;
- consideration of information held by CIW;
- feedback from parents and staff in the form of completed questionnaires;
- conversation with some parents;
- sight of a range of policies and procedures and
- consideration of information held in staff personnel files and children's developmental files.

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

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Crèche
Responsible Individual	Raymond Saunders
Person in charge	Kirsty Evans
Registered maximum number of places	20
Age range of children	Aged from two to four years.
Opening hours	9.15 to 11.45 am, Monday to Friday Term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	16 January 2015
Dates of this inspection	7 and 8 November 2018
Is this a Flying Start service?	Partly – 15 spaces
Is early years education for three and four year olds provided at the service?	No
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 the service. This is because the service is situated in a primarily English speaking area. However, we recommend that the service provider considers the Welsh Government's "More Than Just words" strategic guidance for Welsh language in social care.
Additional Information:	