



**Childcare Inspection Report on
Incy Wincy Playgroup @ Wats Dyke School Wrexham**

**Wats Dyke CP School
Wats Dyke Way
Wrexham
LL11 2TE**



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Description of the service

Incy Wincy is registered to care for a maximum of 16 children. The registered persons are Glenna Harris and Karen Bennett and they are both persons in charge.

The service runs from a small room in Wat's Dyke School near Wrexham. The service is open Monday to Friday during school term time from 11.30 to 3pm. The service does not offer the Welsh Language Active Offer and operates through English with Welsh being spoken and encouraged.

Summary of our findings

1. Overall assessment

All children have fun. Children have a voice, they are listened to and make choices confidently. They are cared for by experienced and capable practitioners who provide lots of interesting activities for them. The environment is child friendly, safe and well set out with plenty of toys and equipment to effectively develop skills. Leaders have a clear vision of the service and this ensures a good level of care for children by a committed team of practitioners. There are successful partnerships with parents and the school.

2. Improvements

New toys and equipment have been purchased to give the children greater variety of experiences. Outdoor areas have been changed with new spaces in the school grounds to explore.

Since the inspection we received confirmation all the following recommendations have been completed. Leaders have booked onto a quality of care course so they have support to complete the review more effectively. Plastic gloves, bowls for snack and an apron for staff have been purchased and are in use and children wash their hands with soap rather than gel and use paper towels to follow best hygiene practice.

Weekly snacks are recorded in a diary to evidence healthy eating. An immunisation tick list enables parents to complete as part of the contract. Parents are sent a text/phoned concerning any injuries and if children attend the after school club then the accident form will be put in a sealed envelope. Staff files have been updated to include references and staff are booked onto relevant courses. A staff register now records the exact times the staff have been caring for the children and includes surnames. The exclusion policy has been updated to include timescales. The planning and assessment process for the children is under review.

3. Requirements and recommendations

None outstanding.

1. Well-being

Summary

Children are listened to and they communicate well with everyone around them. Children are happy, settled and have opportunities to develop their skills and become independent. They interact well with each other and enjoy their play and learning and benefit from a range of activities including outdoor play.

Our findings

1.1 To what extent do children have a voice?

Children participate with confidence and express their opinions and make choices.

Children were supported to make choices as they had a variety of toys to play with. We saw children deciding which activity they wanted to take part in, such as colouring or dressing up. The children decided for themselves when they wanted to play with something different, such as playing with balls and we saw children were confident to ask practitioners for other resources or when they needed help.

Children are confident to speak up because they have choices and are listened to and respected.

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

Children feel safe and valued because they are familiar with the practitioners and have confidence in them.

Children had bonds of affection with those caring for them, for example some children looked to the practitioners for direction and help with sharing. We saw children playing happily alongside each other looking at books and they enjoyed dressing up and playing in their shop. We observed children were very relaxed and at ease, they were heard chatting often with practitioners about family and their activities.

Children have settled well and are happy and valued.

1.3 How well do children interact?

Children play together well and enjoy helping their friends.

We saw children enjoying circle time together for a story and playing well on their own. They were all busy with their chosen activities. Children interacted and co-operated well with their peers and practitioners caring for them. They were learning to share and take turns especially when being the shop keeper. Many children showed interest in what their friends were doing and supported each other, for example we observed a child who was upset being comforted by another child. We saw children helped tidy away toys together.

Children listened well to practitioners, asked sensible questions and took turns to let their friends speak during circle time.

Children interact successfully and co-operate well with their peers and practitioners.

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

Children are interested in activities and they make decisions about their play.

Children were engaged in play based activities which they found interesting. Children were active and we saw them enjoy playing with the toys and equipment available to them.

Children were observed to be happy as they played alongside their friends admiring each others craft. We saw plenty of the children's own craft work and creative ideas displayed giving them a sense of pride and belonging.

Children enjoy their play and learning.

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

Children have an appropriate variety of experiences, which enables them to learn various skills, and begin to become independent.

Children helped themselves to the resources stored at their level and they could get the toys and equipment they wanted to play with. Children were observed to enjoy a range of activities which promoted their concentration. Our observations showed how well children's self-help skills were being developed in a warm, relaxed atmosphere for example they were confident in accessing the toilets independently and washing and drying their hands. They put their own coats on only asking for help when they had already tried themselves.

Children have appropriate opportunities to develop their skills and become independent

2. Care and Development

Summary

Practitioners keep children safe and healthy. They manage interactions appropriately. Practitioners are competent, suitably qualified and experienced. They plan and provide a range of play and learning experiences supporting children's development.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Practitioners keep children safe.

We saw practitioners had attended courses and followed policies relating to safeguarding children and knew what to do if they had concerns about a child. Practitioners held paediatric first aid qualifications so they knew what to do in case of an accident. Practitioners ensured children washed their hands by reminding them gently after they had been to the bathroom. Practitioners had an understanding of a healthy diet and provided nutritious snacks for the children. Outdoor play is offered and there is a new space for children to enjoy to the rear of the school. We inspected a sample of children's records and found these were fully completed. We saw leaders ensured regular fire drills were carried out and these had been recorded.

Practitioners work together to promote the children's good health.

2.2 How well do practitioners manage interactions?

Practitioners use distraction to promote positive interactions.

Practitioners managed interactions calmly and had time to listen to children and give them attention. They were approachable and sensitive to the needs and experiences of individual children. For example, a practitioner was able to intervene promptly and encouraged two children to take turns with toys re-directing them to play in other areas. We heard practitioners speak to children sensitively and remind them of simple rules such as to be careful when they were choosing a place to sit down next to their friends.

Practitioners manage interactions appropriately.

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

Caring practitioners promote children's learning and development.

Practitioners had prepared a suitable learning and play environment for children following the foundation phase curriculum and set out the areas of learning. Practitioners used lots of Welsh with the children including songs they had made up. Practitioners record the progress and development of the children and use these to further plan for the children. Practitioners were caring and responsive to children's needs, valuing children's home backgrounds.

Parents were given time to provide relevant information to practitioners at the end of the day in order to continue to meet every child's needs.

Practitioners promote children's play, learning and development and meet their individual needs.

3. Environment

Summary

Leaders keep children safe. They ensure children are cared for in a secure environment and plan activities with an appropriate range of resources indoors and out. Resources are of satisfactory quality and are suitable for the needs of the children attending. Risk assessments are carried out which evidence the practitioners know how to keep the children safe.

Our findings

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

Leaders ensure the environment is safe for children.

We saw the main door was locked when we arrived so the premises were secure from unauthorised access. Visitors to the service were recorded. We saw written risk assessments were carried out to identify any potential hazards and keep children safe. Leaders ensured staff understood their role and responsibilities and they supervised children well during activities. The play rooms were clean and leaders ensured resources were washed as needed. The outdoor play area, shared with the school, to the rear of the building was secure enabling children to benefit from time playing outdoors in the fresh air.

Leaders make sure the environment is safe with appropriate supervision to ensure children's safety

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

Leaders provide a suitable environment for children's play and learning.

Leaders ensured children were supported and cared for in a comfortable environment, which considered children's interests and their individual needs. Children could develop their own play as most resources were accessible enabling children to choose their own toys and equipment. The room met children's needs with age appropriate furniture and a range of items which the children enjoyed playing with and found interesting. Leaders ensured both indoor and outdoor play areas were suitable learning environments.

Leaders ensure children are cared for and can learn in a comfortable environment.

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

Leaders ensure resources and equipment are of appropriate quality.

Leaders provided a range of play and learning resources to suit the children's ages and stages of development, Toys and equipment seen were of appropriate quality and we saw children working with different resources such as paint and play dough. Suitable tables and chairs enabled everyone to sit together to eat snack or work with table top activities such as drawing.

Leaders ensure children have access to a range of resources.

4. Leadership and Management

Summary

The leadership is experienced, knowledgeable and strives to provide a quality service. Leaders manage practitioners appropriately and ensure they have sufficient support and resources. Leaders review their service and make positive changes which benefit children. There are good partnerships with parents and the school.

Our findings

4.1 How effective is leadership?

Management of the service is effective.

The service's statement of purpose provided parents with the information they needed in order to decide whether the service met their and their child's needs. The policies and procedures for the service were all available and reviewed as required. A register was kept with attendance recorded. Accidents and minor injuries to the children were noted and signed by both practitioners and parents. We sampled the files of practitioners and found references were held within school, all other required information was clear and easy to find.

Leadership is effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders are improving the service they provide.

Leaders knew their service well and there was a system in place to review the provision. We spoke to leaders who told us about some of the recent changes; for example, moving rooms and re organising the learning areas. Leaders told us their view of the service and how they wanted it to be. This showed leaders recognised strengths and areas which required development. Leaders take into account the views of practitioners, children and parents when making changes and improvements to the provision.

Leaders make positive changes which benefit children.

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

Leaders ensure practitioners are well managed.

Leaders have ensured experienced practitioners were employed to care for children. All practitioners worked well as a team. Leaders ensure practitioners are managed appropriately. They were familiar with their roles, practitioners knew when to stand back

and allow children to play on their own. Training was identified through supervision and appraisal and we observed practitioners who evidently enjoyed working in the service and they knew who to go to if they needed guidance. We saw they were effectively deployed and practitioner DBS checks were current.

Leaders manage practitioners, staff and other resources appropriately.

4.4 How effective are partnerships?

Leaders maintain effective communication with parents.

Leaders worked with parents in order to meet children's needs and to keep them informed of their child's development. Initial preferences were identified before they started in the service. We saw parents given plenty of time for verbal feedback on their child's time at the service when they were collected. We listened to discussions and heard how parents were pleased with their child's progress and are 'So happy with the care provided'. Parents' comments included 'How well their child had settled' and 'Loves every aspect'. 'Their child is in best hands' and the service provides 'A wonderful extension to learning in a fun environment.' There is a good relationship with the school with whom the service shares some resources and leaders told of how they were able to borrow cushions whilst waiting for theirs to arrive.

Leaders have developed appropriate partnerships with parents.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

None outstanding

6. How we undertook this inspection

This was an unannounced inspection undertaken as part of our planned schedule of inspections. One inspector visited the service on 22 February 2019 from 12.30pm to 4.00pm. We received written confirmation all recommendations had been addressed on 18 March 2019.

We:

- Inspected a sample of documentation and records;
- observed practices by practitioners using our observational framework;
- viewed the areas used by the children;
- observed parents collecting their children;
- spoke to the children and all the practitioners; and
- reported our findings to the registered persons.

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
Registered Persons	Glenna Harris Karen Bennett
Registered maximum number of places	16
Age range of children	0 to 12 years
Opening hours	11.30 to 3pm.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	16 February 2016
Dates of this inspection visit(s)	22 February 2019
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	No
Additional Information:	