



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Rhosddu School Nursery Plus

**Rhosddu Primary School
Prices Lane
Wrexham
LL11 2NB**



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Description of the service

The maximum number of children who can be cared for is 16. The service offers sessional care for the children in the school who go to nursery class in the afternoon. The service is open Monday to Friday school term time only. Children are cared for from 3 years up to 4 years old within a classroom in Ysgol Rhosddu in Wrexham. There is an enclosed outdoor space which the children share with the school. The registered persons are Kay Williams who is also the person in charge and Marian Young who is the head teacher of the school.

The language of the service is English with basic Welsh promoted.

Summary of our findings

1. Overall assessment

Children are happy, settled and busy with their play. They receive the care they need. Practitioners are a strong team who meet children's individual needs and provide a good range of activities indoors and outside. The environment is secure, comfortable and clean and children benefit positively from a good variety of toys and equipment. Leadership and management of the service is effective. There are sound partnerships with parents and also with the school with whom they share outdoor resources.

2. Improvements

There have been new resources and toys purchased for the children to give them greater variety of learning experiences.

3. Requirements and recommendations

There were no requirements as part of the inspection but recommendations were made as part of care and development and leadership and management.

1. Well-being

Summary

Children are happy, settled and have good opportunities to develop their skills and independence. They interact well with each other and are active and interested in what they do. Children are listened to and they communicate well with practitioners. They enjoy their play and learning and have a good range of activities and experiences.

Our findings

1.1 To what extent do children have a voice?

Children are confident to speak to practitioners and know they will be listened to.

We saw children deciding which activity they wanted to take part in, such as looking at books or construction. They decided for themselves when they wanted to choose something different to play themselves or join other children. They approached practitioners confidently to ask for something they would like to do.

Children have good opportunities to choose what they want to do.

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

Children feel safe and valued. They are well settled and have good relationships with each other and practitioners.

We saw children playing along side each other, they enjoyed painting their feet to make craft pictures for Mother's Day. We saw children were very relaxed and at ease with the practitioners and we heard lots of happy chatter. We saw children who were provided with appropriate comfort until they were happy and content to continue playing.

Children are happy and enjoy secure relationships with their friends and practitioners.

1.3 How well do children interact?

Children interact well with each other and adults around them.

We saw children working together and on their own. They were all engrossed in their chosen activities and they also showed interest in what their friends were doing. They shared the equipment well and together helped to tidy up. Children listened effectively to instructions and we observed them helping their friends, and taking turns to let each other speak to us when they were getting ready for dinner.

Children play together well and are keen to help their friends.

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

Children enjoy their play and learning in the service.

We saw children enjoying playing with the toys and equipment available to them. They had plenty of choice including free play and group activities such as story time. Children were observed to be happy alongside their friends. We saw children's own craft work displayed on the walls in particular a lovely display of penguins they had made each one individually reflected real personality.

Children were busy and very interested in what they were doing.

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

Children develop well and have good opportunities to become independent.

Children were observed to enjoy a good range of activities such as construction which promoted their concentration. Children enjoy different learning experiences which extend their knowledge of the world around them such as exploring the school grounds. Children were helped to practice a few Welsh language skills during the session. We saw they chatted freely to practitioners and responded confidently to questions about what they were doing. They washed their hands and went to the bathroom independently. Children were given tasks such as setting the tables ready for lunch.

Children learn effectively, develop their skills and discover the area around them.

2. Care and Development

Summary

Overall practitioners keep children safe and healthy and are aware of their needs. Practitioners support children effectively to develop skills and are good role models. Practitioners promote children's play, learning and development and meet their individual needs effectively.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Overall practitioners keep children safe because they follow the policies and procedures of the service.

Practitioners ensured children washed their hands before eating and reminded them gently after they had been to the bathroom. We saw practitioners had attended courses with the school and followed policies relating to safeguarding children and evidenced by discussion they knew what to do if they had concerns about a child. However the child protection policy needs to include the names of persons and what to do in the event of an allegation against one or both of the registered persons. Practitioners held paediatric first aid qualifications to show they knew what to do in case of an accident. Practitioners completed accident and incident records and these were signed by parents as appropriate. Related incidents should be linked together to enable practitioners to see at a glance which children were involved. Practitioners ensured children had a healthy snack with milk or water to drink. The fire evacuation procedure was displayed and the service completes their own drills as well as those with the school. We recommended the length of time the evacuation took was added to the information.

Practitioners work appropriately to actively promote the children's good health.

2.2 How well do practitioners manage interactions?

Practitioners are good role models for the children.

We observed practitioners use positive behaviour management strategies and support children according to their individual needs and stage of development. We heard practitioners speak to children gently and remind them of simple rules such as to be careful when moving around the carpet to sit down. We were told about Bobby Bear who was used to help children who may feel sad or to discuss how important it is to be kind to our friends if he had seen something unkind happen during the session. Practitioners also used praise and encouragement with the children and they all responded well. Practitioners interacted exceptionally well with the children and this resulted in happy, busy children who played together well with the minimum of support. Practitioners sat with the children and ate their own meal. This made for a very sociable time with plenty of lively chatter about homes and families.

Practitioners manage interactions very well.

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

Practitioners support children to develop.

Practitioners knew the children well and as a result were able to provide a good level of care for them and meet their individual needs. Practitioners planned activities suitable for the children and observed and assessed the children on entry to the service and then throughout the year. Practitioners had updated their planning and assessment documentation and it was discussed how this may be made easier and more concise by adding the learning outcomes and skills to be developed. We saw plenty of evidence showing a broad and interesting range of activities.

Practitioners effectively 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 stimulating, secure environment and plan interesting activities with a good range of resources indoors and out. Resources are of good quality and are very suitable for the needs of the children.

Our findings

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

Leaders ensure the premises are safe and secure for the children.

We saw the main door was locked when we arrived so the premises were secure from unauthorised access. We were asked to show identification and visitors were requested to sign the visitors' book. We saw written risk assessments were carried out to identify any potential hazards and keep children safe. The premises were clean and we were informed practitioners had individual roles and responsibilities. Leaders ensured resources were clean and washed as appropriate. The outdoor play area was secure and children go out in the school grounds for different activities and learning experiences.

Leaders ensure the learning environment is safe for the children.

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 both indoor and outdoor play areas were stimulating for the children with resources set out in labelled boxes. The room was divided into learning areas to follow the Foundation Phase ethos and was furnished with a good range of play items such as home corner and craft equipment the children enjoyed playing with and found interesting. We saw resources were stored at children's level and they could help themselves to the toys and equipment they wanted to play with.

The learning environment is well set out for the children, they have easy access to the equipment.

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

Leaders ensure resources and equipment are of good quality.

Leaders had reviewed the resources and purchased ones suitable for the children. These promoted child development and enabled children to extend their knowledge and skills. Toys and equipment seen were of good quality and suitable for the children's ages.

Leaders ensure children have access to a suitable range of resources.

4. Leadership and Management

Summary

Leaders have created a positive ethos and a strong team of practitioners who have clear roles and responsibilities and deliver appropriate care to the children. There are strong partnerships with parents and the school with whom the service shares outdoor resources.

Our findings

4.1 How effective is leadership?

Practitioners meet regularly and their roles and responsibilities are understood.

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. We found that overall practitioner files were in order and contained all the relevant information apart from one reference in one file, a declaration of health and a full employment history in the other, which had not been included. The registered person told us they had repeatedly requested the reference and it was recommended to record each time contact was made. Regular meetings were held with practitioners each Friday morning to check children's progress and to evaluate the work of the week. This also provided opportunities to discuss any issues arising. It was recommended that these meetings are briefly recorded. We saw practitioners were well deployed and had clear roles and responsibilities within the service such as planning and assessment. Policies and procedures had recently been reviewed however the registered person advised they are continuing to look at the behaviour policy so it fully reflects how instances of poor behaviour are managed. Attendance was recorded however it was recommended that practitioner times of attendance are added to the children's register.

The leadership and management of the service overall is effective.

4.2 How effective is self-evaluation and planning for improvement?

Leaders improve the service they provide and listen to children and their parents.

We spoke to the registered persons, practitioners and children. We were told about the changes that had been made, for example re-organising the space to ensure greater mobility and the changes to the planning and assessment documentation. The cupboards had been re arranged which meant more accessibility for the children and more independence. Leaders had a good overall view of the service and we saw they were clear about the way forward to develop the provision. Parents, practitioners and children are involved in providing feedback and changes about the provision.

Leaders develop the service and plan for improvement.

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

Leaders ensure practitioners are well supported and deployed.

We saw children received lots of individual care. Practitioners also knew when to stand back and allow children to play and discover on their own.

Leaders held supervision meetings with practitioners on a 6 monthly basis in order to discuss any issues in relation to the service and to share ideas and good practice. Training was effectively identified by these meetings and practitioners showed they had good opportunities to attend further training either independently or as part of the school.

Leaders manage the service successfully.

4.4 How effective are partnerships?

Leaders maintain regular communication with parents to keep them informed.

Leaders worked with parents to identify children's needs and preferences before they started in the service. We were told parents are invited into the service to make any changes to contracts and registration forms. We inspected a sample of children's records and found these were fully completed and information sought including children's health needs. As the service was based at the school and the head teacher was one of the registered persons there was a good partnership which made for an appropriate transition for the children. We heard many children were collected from school to attend the out of school provision.

Leaders have developed partnerships which benefit the children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

To add practitioner names to the bottom of the children's attendance register;

to record briefly the topics discussed during the weekly meetings;

related incidents should be linked together to enable practitioners to see which children were involved;

for the registered person to note each time they have requested a reference from a previous employer and to add a self declaration of health to the practitioner files ;

to make the child protection policy clear so everyone knows the procedure if there is an allegation against the registered persons; and

the length of time an evacuation has taken should be recorded.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. We visited on 6 March 2018.

- We observed the children and the care they received;
- we spoke to the registered persons, person in charge and practitioners;
- we spoke to some of the children present;
- we looked at the suitability of the premises indoors and outside;
we looked at a wide range of records; and
- we used our Short Observational Framework for Inspection (SOFI2) tool to capture evidence of children's engagement and the care provided by practitioners.

Further information about what we do can be found on our website www.cssiw.org.uk

About the service

Type of care provided	Childrens Day Care Sessional Day Care
Registered Person	Marian Young Kay Williams
Person in charge	Kay Williams
Registered maximum number of places	16
Age range of children	3 to 4 years
Opening hours	9am to 1pm
Operating Language of the service	English
Date of previous CSSIW inspection	20 March 2015
Dates of this inspection visit(s)	6 March 2018
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 The service is predominately in an English speaking area.
Additional Information:	None

