



Childcare Inspection Report on

Bechan Bach

**Ysgol Rhiw-Bechan
Tregynon
Newtown
SY16 3EH**



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Description of the service

Bechan Bach is located within Ysgol Rhiw Bechan, Newtown. Powys County Council have nominated Allyson Whitticase as the responsible individual and Carol Timms and Terri Owen as the persons in charge. The service is open from 8:45 – 11:15, Monday to Friday and 11:15 – 15:15, Tuesdays and Thursdays, term time only. The service is registered for up to 24 children and has chosen to offer care for children aged 3 – 4 years, this includes funded places for children as part of Early Entitlement.

English being the main language and Welsh promoted. This is a service that does not provide the Welsh Language 'Active Offer'.

Summary of our findings

1. Overall assessment

Children's well being is good and they enjoy learning through their play and the activities available to them. Staff follow effective policies and procedures and promote a healthy lifestyle. They track children's progress and plan a range of opportunities for children to develop a range of skills. The environment is child centred and suitable for the ages and stages of development of the children. Leaders understand the service they offer and have a team of staff who work together to provide effective care.

2. Improvements

This is the first inspection since the service has reregistered as a full day care setting so no improvements were noted on this occasion.

3. Requirements and recommendations

We made some recommendations in relation to registers, recording the last dose of any medication children have received and the organisation of staff files.

1. Well-being

Summary

Children can and are confident to express themselves and know they will be listened to. They feel safe in a familiar environment and are happy in a calm atmosphere where they feel valued. Children interact well and enjoy playing alongside each other. They learn and develop a range of skills through their play.

Our findings

1.1 To what extent do children have a voice?

Children are confident to express themselves.

Children had a free choice of the activities they took part in. They were able to move around the environment freely accessing areas indoors and outside for most of the session. On our arrival there were children who had chosen to play outside and some who had chosen to stay indoors. This was the same after lunch when children were allowed to go inside if they wished. Children expressed themselves and their needs, confident to ask for what they wanted if they could not access it themselves. For example, a child who was playing in the sand asked for the dinosaurs, which a member of staff got for them. Children were consulted about what they knew and what they would like to learn at the beginning of a topic. This helped to ensure their interests were considered in the planning.

Children have choices and can follow their interests.

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

Children were settled and content at the service.

Children were happy at the service. They were relaxed and enjoyed taking part in one of the activities available to them. All the children were actively involved in an activity or task throughout their time at the service. They knew the routines and felt safe in the environment which helped them feel happy. For example, children knew after snack it was time to have a dance, which they really enjoyed. Children had specific rooms available for them to use which allowed work to be displayed, giving them a sense of value and belonging within the school.

Children feel safe and enjoy attending the sessions as they are relaxed in the environment.

1.3 How well do children interact?

Children enjoy interacting with each other.

Children enjoyed each others company and were seen interacting with each other in a kind and friendly manner. Children understood the rules and expected behaviours of the service. For example, they played with the toys and resources appropriately and they helped tidy up when asked to do so or when they had finished an activity. We did not see any unwanted behaviour showing children understood how to cooperate and share. For example, children were independently taking turns to sit in a spinning toy whilst another child pushed them.

Children interact well and understand what is expected of them in relation to behaviour.

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

Children have a good range of resources and activities which keep them interested and active.

Children were all busy and involved in an activity or task they had freely chosen. They were keen to tell us what they were doing. One child was excited to explain that they were playing in the sand outside and pretending to make pancakes. After snack the children took part in a dance activity and they enjoyed being active, following the actions, pretending to be different animals and making the sounds. Children concentrated for appropriate lengths of time on activities and they persevered with tasks. For example, a child was trying to roll a tyre up some steps. They spent several minutes trying different ways but when they could not do it they decided to roll it around the steps instead.

Children enjoy their experiences and can concentrate and persevere with tasks.

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

Children are able to be independent when completing or taking part in activities and tasks.

Children were independently accessing activities and resources they needed. During snack time children were getting their own drinks and food from their bags as they were easily accessible. Children who had decided they did not wish to play outside after lunch went into the classroom and chose a DVD they wanted to watch. They were able to get chairs out and sit together. Children were able to take measured risks and learn through their play. For example, children were working out how they could make a ramp for their cars. They were using pieces of wood and drain pipes, experimenting as they went along to see if it worked.

Children learn and develop well through their play and the activities and resources available to them.

2. Care and Development

Summary

Staff keep children safe and promote a healthy lifestyle by ensuring they follow the services policies and procedures. They effectively manage interactions and promote positive behaviour. Staff track children's progress and ensure they plan opportunities for children to develop a range of skills.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff understand their roles and responsibilities to keep children safe and promote a healthy lifestyle.

Staff promoted cleanliness and followed appropriate policies and guidelines. They encouraged children to wash their hands after using the toilet and before snack and lunch. They also ensured tables were clean before food was served. Staff had completed relevant safeguarding training which helped them understand the process they would need to follow should they have concerns about a child. Staff kept registers of the children but we noted that times of arrival and departure were not recorded. There were sufficient staff with first aid training which ensured minor accidents could be dealt with appropriately. Records of the accidents and incidents were shared with parents, which was evidenced through them being signed by parents. Medication administered to children was also recorded but we noted that there was nowhere to record the last dose if it had been given before the child arrived.

Regular opportunities were planned for the children to be active and get fresh air. Although the outdoor areas used by the children were shared with the school staff made sure the children were able to access the space every day and whenever possible.

Staff effectively keep children safe and healthy but some minor improvements would support them with this.

2.2 How well do practitioners manage interactions?

Staff promote positive behaviour.

Staff promoted positive behaviour and ensured children knew and understood what was expected of them. They interacted with the children in a positive way, celebrating good behaviour and using words of praise to celebrate when children made the right decisions. For example, we heard lots of "good girl" and "good boy" when children shared resources, took turns or when they helped to tidy up.

Staff manage interactions well through sharing expectations and using positive praise.

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

Staff use their knowledge of the children and observations to plan suitable activities.

Staff knew the children well and understood their individual needs which allowed them to plan appropriate opportunities for them to learn. They completed regular observations on the children and these were used to track their progress and plan future activities. Staff ensured children were provided with a range of interesting opportunities and activities which inspired them and promoted their curiosity. They consulted children at the beginning of a topic to gain their knowledge and interests within the current theme. This was then used to plan. This was done through a mind map which we saw displayed in the room. Staff encouraged and supported children to be independent. They ensured facilities and resources were accessible and that children were confident to try things themselves before the staff helped. For example, a child wanted to play on a sit on toy outside but it was a bit wet. They asked a member of staff for a towel but they were encouraged to get some paper towels and wipe it themselves.

Staff promote children's learning through providing suitable play opportunities that support their development.

3. Environment

Summary

Leaders provide an environment which is spacious, safe and as far as possible free from hazards. The spaces used by the children indoors and outside are well maintained and child centred. Resources are of a good quality and promote children's learning and curiosity.

Our findings

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

Leaders conduct regular risk assessments and ensure daily checks are completed.

Leaders ensured visitors were recorded and authorised with access being through the schools main entrance which was secure. Registers were kept which ensured everyone could be accounted for in an emergency. We noted that a record of staff present was not recorded on the register which would be easier to identify who was on the premises at any one time. Risk assessments had been conducted on all areas used by the children and a daily checklist completed and signed by staff evidenced hazards were identified and wherever possible eliminated.

Leaders ensure the environment is safe and as far as possible free from hazards.

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

Leaders make sure children have access to suitable indoor and outdoor spaces.

Leaders ensured children had access to suitable areas indoors and outside in which to play and learn. The room used indoors was child centred, bright and decorated with lots of displays which included work done by the children. The space was well maintained and there were suitable facilities including storage and toilets available. The children were allowed to use the school hall during the sessions. This gave them extra space to have snack and lunch and also take part in more physical activities, such as dance. The outside space was very inviting and provided children with a sheltered area and lots of interesting places to play, including a walk in sand pit and a sunken area that was accessed by steps. They could also have use of the school yard for riding bikes and scooters.

Leaders provide a suitable environment in which children can play.

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

Leaders provide a range of resources.

Leaders provided children with a range of resources that helped inspire their curiosity and allow them to follow their interests. Natural resources were available for the children to play with. This included sand, water and loose parts such as pieces of wood and drain pipes. We saw children have a lot of fun constructing things with the wood and pipes. Resources were of a good quality and the areas of learning were set up to reflect the foundation phase

philosophy of continuous provision. For example, there was a garden centre, as part of their topic on growing, a book corner, home corner and small world area.

Leaders ensure the resources are of a good quality and suitable for the ages and stages of development of the children.

4. Leadership and Management

Summary

Leaders ensure policies and procedures are in place and updated when required. They manage the service well and use self evaluation to plan improvements. Leaders make sure staff are suitably qualified, experienced and know their roles and responsibilities. They have positive partnerships with parents and the school which helps them provide effective care and share information.

Our findings

4.1 How effective is leadership?

Leaders implement and update policies and procedures.

Leaders had developed and implemented effective policies and procedures that were updated regularly. The statement of purpose provided relevant information which informed parents on the type of care offered. They were aware of the regulations and minimum standards and ensured these were adhered to as much as possible. This was evident with the changes implemented due to the increase in numbers and providing full day care which meant employing more staff, which they had done.

Leaders are effective in the management of the service.

4.2 How effective is self evaluation and planning for improvement?

Leaders regularly evaluate the service and care offered.

Leaders understand the need to evaluate the service and care they offer. They regularly consult parents and children to gain their views and these are used to plan improvements. A review of the quality of care had been completed and a plan had been developed which considered the recommendations made by us and Estyn as part of their inspection.

Leaders use their evaluations, views of others and recommendations from outside agencies to plan improvements.

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

Leaders have a robust recruitment procedure in place to ensure staff are suitable for their role.

Leaders had made sure there were sufficient staff to supervise the children and that their roles and responsibilities were known. All the evidence required for staff was available but this was not always easily accessible as it was stored in various locations. Staff had completed all the required training including, child protection and first aid and leaders ensured they had the recommended qualifications and safety checks before they began working. This evidenced that there was a robust recruitment process in place.

Leaders provided children with suitable resources. If needed these were shared with the school which gave them more variety and opportunities.

Leaders manage staff well but would benefit from storing all the required information in separate staff files.

4.4 How effective are partnerships?

Leaders understand the importance of forming positive relationships.

Leaders had developed partnerships with parents which allowed information to be shared. There was an open door policy where parents could come and talk to staff at the beginning and end of a session if they wished. This allowed information to be shared. Parents had opportunities to attend more formal meetings with staff at the beginning of the year, to discuss how their child had settled and at the end of the year to discuss their progress.

The service had very close links with the school. This allowed them to share resources, facilities and expertise as some of the staff also worked in the school. This relationship aided the transition for the children from the service into full time school as they were already familiar with the environment.

Leaders form partnerships which are effective in supporting them in providing care for the children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made the following recommendations;

- Review registers so children's arrival and departure times are recorded and signed by parents and staff attendance is also recorded;
- have somewhere to record the last dose of any medication the children may have received, and
- organise staff files so all the required information is in one place and is easily accessible when required.

6. How we undertook this inspection

This was a full, unannounced post registration inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 1 May 2018 from 10:15 – 14:15.

We:

- Inspected a sample of documents and policies including planning, children's records, risk assessments and information on staff;
- observed practice and completed observations to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children, the responsible individual, persons in charge and staff, and
- inspected the areas used indoors and outside.

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 Full Day Care
Responsible Individual	Allyson Whitticase
Person in charge	Carol Timms and Terri Owen
Registered maximum number of places	24
Age range of children	3 – 4 years
Opening hours	Mon – Fri 8:45 – 11:15 and Tues and Thurs 11:15 – 15:15, term time only.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First since registering and offering full day care
Dates of this inspection visit(s)	01 May 2018
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?	No
Additional Information:	