



Childcare Inspection Report on

Cylch Dechrau`n Deg Bodhyfryd

**Ysgol Bodhyfryd
Bryncabanau Road
Wrexham
LL13 7DA**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Cylch Meithrin Dechrau'n Deg Bodhyfryd is registered to offer care for up to 30 children aged 2 - 3 years. The Cylch currently opens for five afternoons a week, Monday to Friday during school term time and is part of the Flying Start initiative. The group is based in a purpose built cabin in the grounds of Ysgol Bodhyfryd and an enclosed outdoor area is used. The registered persons are Sion Aled Owen and Trefor Jones- Morris and the person in charge is Julie Morris. The language of the service is Welsh and they implement the 'Active Offer', which means children and parents are able to communicate with practitioners through the medium of Welsh without having to ask.

Summary of our findings

1. Overall assessment

Children are confident, happy, polite and busy with suitable activities. Qualified practitioners are kind and capable and care for the children according to the policies in place. Practitioners prepare activities which help to encourage all aspects of children's development. The environment is ideal for caring for children and contains ample, good quality toys and games. Leadership is effective and organised.

2. Improvements

Children have more and fresh experiences as new items have been purchased for indoor play such as texture boards for the walls and the outdoor area has been greatly improved with a mini slide and climbing structure with soft flooring and artificial grass.

Staff attendance is now recorded daily.

3. Requirements and recommendations

We found the service did not meet legal requirements in relation to a practitioner's file. This did not affect the care of the children; therefore we have brought this to the attention of the registered person and they must address the matter.

We also made two recommendations which can be seen in section 5 of this report. They are in relation to records in practitioners' files.

1. Well-being

Summary

Children's well-being is enhanced as they have a strong voice and feel safe and happy with the practitioners. Some have very strong bonds of affection with the practitioners giving them security. They are confident learners and are developing skills to enable them to become independent.

Our findings

1.1 To what extent do children have a voice?

Children participate with confidence as they are consistently encouraged to express their opinions and choices.

Children expressed themselves readily and were encouraged to choose where they wanted to play. Children made appropriate choices and decisions because they were aware of the options open to them. The indoor play areas included play dough, water, sand and painting and children helped themselves to aprons when playing in certain areas. At snack time children could choose water or milk and one child said "I like water" and this was greatly acknowledged and affirmed. All children who needed a service through the Welsh language received one as choices were offered most in Welsh such as "Llaeth neu dwr" (milk or water).

Children are confident 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 were confident and clearly had close bonds with the practitioners. Children who had difficulty separating from their parents were given extra attention and became settled. Children gained a sense of belonging because many pieces of their work were on display. Children were developing relationships and forming friendships as we saw children playing in the sand together outside. Children are confident that their feelings and dislikes are taken into consideration for example a child expressed that they didn't like the crackers at snack time and was offered alternatives.

Children are settling well and are happy and valued.

1.3 How well do children interact?

Children are learning social skills and interact well.

Children co-operated well with their peers and adults. They were learning to share, for example with the equipment in the water. Children interacted well and were generally sensitive to each other's feelings when negotiating to take turns with equipment such as bikes outside. They were happy to help tidy away when asked by the practitioners.

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

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

Children explore the environment freely and safely according to their stage of development.

Children were motivated and engaged in their play. They enjoyed finding bugs outside. They engaged enthusiastically with a well told story led by a practitioner. Children were chatting with each other and practitioners which encouraged the development of language. They were also learning about various materials as they glued items such as feathers onto paper.

Children enjoy learning through free play and planned activities led by the practitioners.

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

Children are developing a variety of skills and therefore growing in confidence to become independent.

Children have a good variety of experiences including self directed play that promotes their all round development. We observed a child "ringing the doctor" during free play which promoted imagination and an understanding of the world around them. We saw children learning cycling skills outside. Children helped themselves to items to play with and went to the toilet by themselves and washed their hands with support.

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

2. Care and Development

Summary

Practitioners keep children safe and healthy by adhering to the policies and procedures of the service. They are competent, suitably qualified and have received relevant training. They manage children's behaviour using positive strategies. Practitioners 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?

Kind practitioners have training and knowledge required to keep children safe and healthy and they implement this so that children benefit.

Discussions with practitioners evidenced they know the correct procedure to follow if they should have a concern about a child. All of the practitioners had completed safeguarding training recently and the contact numbers for the relevant agencies were available.

Children's health was promoted in a variety of ways. A snack of crackers and fruit was offered including water or milk to drink and a snack menu was on display for parents to read. Tables were wiped clean before and after snack time. Children washed their hands before eating and after going to the toilet. All practitioners had completed food hygiene training and prepared and served the snack in accordance with the recommended guidelines. All practitioners had attended paediatric first aid training ensuring they know how to deal with injuries. Accident records were completed appropriately and parents signed to acknowledge receipt of the information. We saw records of regular fire drills and discussed the process with the person in charge which evidenced children would be safely evacuated in an emergency. We observed dental hygiene was promoted through tooth brushing according to the Designed to Smile programme.

Practitioners effectively keep children safe and healthy, fully utilising their knowledge to ensure children develop well.

2.2 How well do practitioners manage interactions?

Practitioners use distraction and other positive methods to good effect to promote acceptable and respectful interactions.

Practitioners understand child development, how this impacts on children's behaviour and they are role models of good behaviour themselves. Practitioners displayed respect and patience for the children. Distraction was used to good effect, for example when more than one child wanted the same tricycle outside. Polite children said please and thank you at snack time indicating that they are learning how to relate to others.

Practitioners promote positive interactions by competently using techniques children understand.

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

Caring and capable practitioners promote children's learning and development.

Practitioners were caring, nurturing and responsive to children's needs. They interacted well with small groups of children and individuals and asked them questions spontaneously such as noticing the birds around and pointing out the helicopter. Children were also given the Welsh words. Areas of play were permanently set out which encouraged children's all round development and outdoor play in all weathers was possible due to the outdoor canopy. Areas inside included sand, water, play dough, drawing, construction, books and dressing up. Children played for a considerable time outside and were familiar with the various areas. Practitioners helped children with throwing and catching, playing with hoops and one child concentrated for a considerable time whilst pulling and pushing a toy vehicle.

Planning was seen around themes and children's progress was also noted including the "This is me" booklet and transition documents. The Welsh language was promoted as practitioners spoke Welsh fluently and helped children to understand the relevant words through appropriate repetition. We also saw a Welsh table indicating that children are learning about the Welsh culture. Children's individual needs were met, for example allergies were known and displayed as reminders to avoid certain foods.

Practitioners promote children's learning successfully through providing a rich play environment with interesting activities and they meet children's needs.

3. Environment

Summary

Leaders provide a secure and safe environment and written risk assessments ensure all practitioners are aware of how to keep children safe. They make sure children are supervised well by knowledgeable practitioners. Leaders ensure the environment is varied and suitable both inside and outdoors and the quality and variety of the resources are good.

Our findings

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

Leaders ensure the environment is safe and secure.

Leaders ensured there was no unauthorised access as there was a locked entrance and a record of visitors was kept. All areas inside and outside were safe and secure. There were written risk assessments evidencing that practitioners knew what the risks were and how to manage them, which had been reviewed in March 2018. For example, children were not allowed in the kitchen area and there were finger shields on all doors.

Leaders ensure the environment is safe and practitioners are aware of hazards and how to manage them.

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

Leaders ensure the environment is suitable for the ages of children attending.

Leaders have ensured that there is ample play space both inside and outdoors, and the environment was bright and well decorated. Areas of play and learning were set out at child height for children to access easily. Sturdy child sized chairs and tables were used as well as suitable toilets and wash basins to enable young children to use them independently. The outdoor area was particularly suited to two year olds with a separate play area for climbing and bikes, and having wellies and outdoor protective clothing ensured children could play outside in all weathers. We saw photos of each child on their pegs helping them to find their belongings.

Leaders successfully ensure the environment is child friendly and suitable.

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

Leaders ensure the resources and equipment are varied, age appropriate, clean and of good quality.

Leaders ensured that all toys and games were clean and in good order. Equipment and furniture was suited to the ages of children, including sturdy wooden furniture and storage and low benches outside. Multicultural and diversity toys, pictures and books were also available including those of various nationalities.

Leaders successfully ensure the quality and appropriateness of resources and equipment.

4. Leadership and Management

Summary

The leadership is experienced, knowledgeable, forward looking and strives to provide a quality service. Self evaluation is effective and improvements are made considering all involved. Practitioners are managed well and leaders ensure they have sufficient on going training, support and resources. Some practitioners' files need completing. Partnerships with parents and others, including the Flying Start professionals are effective for the benefit of the children and their families.

Our findings

4.1 How effective is leadership?

Leaders have a clear vision of the service, which is shared with parents.

Leaders have a sense of purpose and expectations to promote improvement and good outcomes for children. For example we observed a happy, competent and well supported workforce. We saw consistent practice throughout the service and practitioners worked well as a team. Practitioners told us that the committee and the Mudiad have been very supportive. Leaders have always complied with any recommendations made and ensure legal obligations are met such as public liability insurance. There is a clear, reader friendly Statement of Purpose. All records were organised and easy to manage. A sample of registration forms evidenced that the practitioners have all the information required to provide good child care.

Leadership has a clear sense of purpose which results in good outcomes for children.

4.2 How effective is self evaluation and planning for improvement?

Leaders promote a positive culture of self evaluation. There is ongoing review and development of the service.

Leaders and practitioners know their service well and promote a positive culture of continuous self evaluation and improvement. Their Annual Review of Quality of Care contained much information about the service including areas of good practice and plans for improvement such as inviting parents / guardians to an open forum with practitioners.

Leaders know the service well. Strengths and areas for development are recognised and action taken to improve practice.

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

Leaders have systems in place for managing practitioners and resources.

Leaders employed practitioners who were well qualified and knowledgeable in their roles. Their qualifications exceeded the minimum required. We observed practitioners had a comprehensive knowledge of the children which enabled them to promptly meet their needs and they had a gentle and kind manner. We inspected a sample of two practitioners' files and one required an additional reference and another required more documents. We also spoke to practitioners who confirmed that they had a good experience and enjoyed their

employment. Leaders had completed annual appraisals for practitioners and documentation was seen to evidence this but most were not dated. There were no emergency contact numbers for the two practitioners and we have made recommendations in relation to these. The attendance of practitioners was not found to be recorded, which is not compliant with the regulations. However this was rectified during the inspection by inserting the names of practitioners on the register.

Leaders have systems for managing recruitment, identifying training needs and working with practitioners but one file needs completing.

4.4 How effective are partnerships?

Leaders keep parents informed about the service and have important partnerships with them and other professionals.

Practitioners were friendly and approachable and a good exchange of information was observed when parents collected their children from the service. Written information to parents was comprehensive and included occasional letters as well as the initial information at the point of registration. Parents could speak to practitioners daily and had an opportunity to feedback their opinions annually in writing using a questionnaire. We observed a practitioner phoning a parent to give them reassurances that their child had settled, which is good practice. We spoke to a parent who was very happy with the service provided and told us that their child's language had improved greatly since attending. Practitioners also accept advice from others, such as Flying Start professionals and Health Visitors.

Leaders ensure that partnerships with parents and others benefit the children and have positive outcomes for them 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

We informed the registered person that they were non compliant with the following regulation;

The Child Minding and Day Care (Wales) Regulations 2010, 28.

This is because there was no reference in one practitioner's file and no photo and job description. We did not issue a non compliance notice as we did not find evidence that this had an impact on the well-being of children. The matter must be addressed.

We made the following recommendations;

- For emergency contact numbers relating to practitioners to be recorded and
- For practitioners' appraisal documents to be dated.

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 on 24 May 2018 from 12.35 – 15.30.

We:

- Inspected a sample of documents and policies;
- observed practices and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children, one parent and three practitioners;
- inspected the areas used and
- reported our findings to the registered person by phone on 7 June 2018.

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 Sessional Day Care
Registered Person	Trefor Jones-Morris Sion Aled Owen
Person in charge	Julie Morris
Registered maximum number of places	30
Age range of children	2 – 3 years
Opening hours	Monday – Friday during school term time from 12.15 – 14.45
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	10 June 2015
Dates of this inspection visit(s)	24 May 2018 and feedback by phone on 7 June 2018
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	Yes This service provides an 'Active Offer' of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Additional Information:	

