



Childcare Inspection Report on

Sticky Fingers Under 5`s

**Penclawdd Village Hall
Penclawdd
Nr Raglan
NP25 4DW**



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Description of the service

Emma Woods is registered to provide child care for up to 24 children at Sticky Fingers. They offer child care for children aged two and half, to five years, operating their service from Pencyclawdd and Llangovan village hall. The Registered Person (RP) also acts as the Person in Charge (PiC). A nominated deputy is in place to step up to acting PiC in her absence. They operate on weekdays, 9:15a.m. until 3:15p.m. but times vary during school holidays. The service is delivered through the English language with the use of incidental Welsh. They do not provide the Welsh Language Active Offer.

Summary of our findings

1. Overall assessment

Children are happy, settled and relaxed at the service. They benefit from the range of interesting activities available which stimulates their curiosity and learning. The environment provides children with ample space and they enjoy playing both indoors and outside. The staff have developed good relationships with the children and they value each child as an individual. Policies and procedures for the service promote good practice. Parents have relevant information available to them and speak highly of the service. At the time of the inspection, the RP was in the process of transferring the business to another person. An application is with CIW for consideration.

2. Improvements

Since the last inspection, the RP has addressed the recommendations raised regarding these relate to, reviewing the nappy change facilities, access to hand washing facilities and placing a cover over the sand pit.

3. Requirements and recommendations

We found that the service did not meet the legal requirements in relation to 'Suitability of workers.' However, we did not issue a non compliance notice as the RP took immediate action to address this.

We made some recommendations in relation to some aspects within the environment, the quality of care review and auditing records. Further information is detailed in the report and in section five.

1. Well-being

Summary

Children make choices and are confident to make requests. They have good opportunities to learn and develop at their own pace. Independence is promoted. Children have a sense of belonging and they have formed strong relationships with their peers and adults.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to make choices and decisions. We heard children speak up and express their needs confidently. They routinely made choices and staff provided opportunities for children to do this. For example, children could choose from milk or water at snack time. Children expressed their wishes to staff, which were listened to. For example, they were asked which area they would like to play in, when outside and what activity they would like to do indoors.

Children have a strong voice at the service.

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

Nearly all children arrive at the service happy and settle well. Some children need a little reassurance to separate from their parents but all children, quickly settled into an activity. One parent told us, *"my child has settled very well here but had difficulties settling in another place. The staff have really supported us."* Children are familiar with routines which gives them a sense of security. They seek out support from adults if they feel unsettled or sad about something. For example, one child spoke to a member of staff when they lost a personal item. Children know they will receive support from those who care for them.

Children have a strong sense of security and are happy at the service.

1.3 How well do children interact?

Children are forming friendships well. Most children knew the names of their friends and they talk to each other naturally as they play. They co-operate well, by sharing and taking turns with equipment. A phrase 'sharing is caring' is used frequently by staff and children showed familiarity with it. Children told us *"it is a nice thing to do to share."* This demonstrates they are respectful of others and are sensitive to their needs.

Children play and interact very well together.

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

Children are active, curious learners. They enjoy a range of activities and participate in various role play experiences. Some children were thoroughly enjoying celebrating a birthday, in the 'elf house.' They giggled as they played and they made up a story together. Children practising for a Christmas concert joined in with a variety of songs. Some were very enthusiastic as they sang, demonstrating how much they enjoyed this opportunity to engage in music. Children are able to persevere for good amounts of time. One particular activity held a small group of boys' attention. This was themed with winter animals, pieces of twigs, wood and pretend ice cubes. The boys were engrossed in conversation and imaginary play and they evidently enjoyed themselves very much as they played for a long period of time.

Children enjoy the good variety of play and learning experiences they have.

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

Children are confident and motivated to follow their personal interests. They embrace the learning opportunities available to them and explore areas that capture their interest. For example, some children sat in deep concentration as they threaded with beads, while others enjoyed using the playdough to aid them in counting and adding when they completed an early maths worksheet. Children are encouraged to try and do things for themselves and they are introduced to new skills by staff. For example, one child was shown how to use a hole punch, another taught how to use scissors, while other children were shown how to thread using ribbons. Many children use self-help skills without direction, including, put on their own coats, collecting tissues to wipe their nose and pouring their own drinks. Parents told us that the children have come on really well since attending, and that they have seen a difference in their development.

Children are nearly always engaged at the service and developing very well.

2. Care and Development

Summary

Staff are knowledgeable, well trained and have a good understanding of their roles and responsibilities. They work well as a team and understand the needs of the children. Activity plans are linked to the Foundation Phase curriculum and outcomes for children are monitored closely. We raised one safety matter with the provider and were assured this would not re-occur.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Practitioners have a solid understanding of the policies and procedures in place at the service. Practitioners told us about their safeguarding arrangements, accident procedures and medication policy. We examined a range of documentation relating to these areas and found they were well kept and consistent with the staff's understanding. On the medication forms, staff sometimes record what time the medication should be administered but as there is no specific section for this, it is not always completed.

Practitioners undertake training to update their knowledge in, first aid, food hygiene and other relevant topics. Healthy snacks, good hygiene and healthy lifestyles are promoted. Practitioners routinely clean areas before preparing food, they encouraged children to wash their hands and water was always available for children to help themselves. Children were supervised with care and the ratio of staff to children exceeded the national minimum standards. Head counts are embedded into routines when moving children to and from the garden. We raised one concern regarding a hot drink being placed on the floor outside, in the children's play area. It was removed immediately and the RP gave assurances it would not happen again and all practitioners present at the time confirmed this is not standard practice.

Practitioners do well in keeping children safe and healthy by following agreed policies and procedures.

2.2 How well do practitioners manage interactions?

Practitioners apply agreed procedures to promote positive behaviour consistently. They gave children clear directions in a way that was appropriate for their age, so that the children know what is expected of them. As an example, staff said, "in five minutes we will be having snack." This prepared the children that would need to stop what they were doing and sit together to eat. Practitioners used positive language when directing children, rather than focus on any negative action. For example, they praised the children who were sat nicely on the mat rather than focus on children who were not.

Praise was often given for listening, helping and joining in. Distraction methods and gentle reminders worked well and children were responsive.

Practitioners promote good interactions between children well and children are very responsive to these strategies

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

There are established systems in place to monitor children's development. We spoke to practitioners and the RP about the methods used for planning for individual children and monitoring their progress. They explained they are in the process of training all staff to follow a new curriculum and listen to the child's voice. Children's views are included within the activity planning. They told us that observations of the children playing was important and useful, and that many activities evolved from this. For example, practitioners introduced wrapping paper and tools into the elf house, as an additional 'wrapping' activity alongside the role play. We saw a sample of the observations sheets, learning journals and activity planning in place. Most were completed well although we noted one of the forms was incomplete. The supervisor was prompt to follow this up. Incidental Welsh language and some bilingual signage were in use. Children were familiar with the phrases spoken by practitioners and some children were heard using basic Welsh.

Practitioners carefully consider children's individual needs and their interests when planning activities to stimulate learning and development.

3. Environment

Summary

There is good access to the outdoor environment which provide rich play opportunities. Staff are creative with the space they have available. A wide range of equipment and resources meet the needs of those attending. We identified some areas for improvement.

Our findings

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

Systems are in place to monitor and manage risks within the environment. We saw a sample of risk assessments which identified potential risks for consideration. Control measures were in place to manage these risks. However, we noted two risks which had not been considered and raised these with the RP. These included uncovered radiators which were too hot to touch for more than a few seconds and no system to monitor the temperature of the environment. We noted that the temperature of the room fluctuated considerably when doors to outside were left open. On our first visit, we recorded a temperature of 16 degrees Celsius, but this did increase later in the session. Practitioners told us they do not monitor the temperatures with a thermometer but if they think it is too cold they can turn the heating up. On the second visit the temperature was at 18 degrees or above, as required by the national minimum standards. However, the radiators were on and they do not have any covers or guards. There is a risk that small children could burn themselves if they come into contact with the radiators or pipes, for any period of time. One of the large radiators is in an area where children sit on floor cushions. We saw some children very close to the pipes. The RP touched the radiators and did not see them as being too hot. However, during feedback she agreed to monitor this. Premises checks are in place and the RP works with the landlord to ensure appropriate health and safety systems are in place. These included, electrical, appliances, oil heating and fire safety equipment. Copies of certificates for these check are retained.

Leaders usually identify and eliminate potential risks within the environment, ensuring it is safe.

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

Children have access to a variety of play spaces, both indoors and outside. Leaders and practitioners are creative with space which encourages children to explore and experiment. For example, outside children pretended to be in 'traffic' using the scooters and resources they had available to them. They made a pretend road using chalk and cones. Indoors we saw evidence of a variety of different role play areas.

Practitioners told us how they change the areas to fit with the themes and children's interest. Outdoor learning is embedded into the routine and children can choose to spend time in the garden or tarmac area. They also benefit from access to the woods and have developed a forest school. Areas are clean and well decorated. Children's work is displayed where possible, creating a sense of ownership.

Leaders and practitioners consistently monitor and adapt the environment to ensure it is suitable for children.

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

Children have access to appropriate furniture, resources and equipment. The service is well resourced with a wide range of learning materials. Child sized tables and chairs furnished the play room, with appropriate toileting and hand washing facilities. The nappy changing facilities are adequate. The arrangements for nappy changing has improved since the previous inspection, but more could be done to respect children's privacy. Nappy changing currently takes place at the rear of the main room, on a table top, with a changing mat. The child is mostly hidden from other people by a screen. Staff wear gloves and an apron and wash their hands in the bathroom afterwards. Odours were present in the play room following nappy changing. The RP explained they are restricted as to what they can provide in the village hall and also felt this was a good method of safeguarding children as staff were always visible. Children have space to keep their own tray for personal belongings promoting a good sense of belonging. Quite areas were welcoming and well used by some children who sat with books and some soft toys.

Leaders invest in the service. Nearly all equipment and resources seen are of good quality. Nappy changing facilities could be improved.

4. Leadership and Management

Summary

The leaders and practitioners work well together and are committed to providing a service that meets the needs of those attending. There is good communication with parents and partnerships are effective. We noted some areas for improvement and found that both the RP and supervisor are committed to raising standards and they took prompt action to address the points we discussed.

Our findings

4.1 How effective is leadership?

The RP has a clear vision for the service which is shared with others through policies, procedures and meetings. Practitioners are guided by the RP who oversees operational matters. A supervisor is nominated to step up in the RP's absence and she generally takes the lead for activity planning and monitoring some of the paperwork. We examined a range of operational records, such as registers of attendance and children's contracts and found these were nearly all completed to a good standard. We identified some minor gaps, and the supervisor was prompt to address these and explained how some documentation was in the process of being transferred to new files. Assurances were given, that they would audit records as they complete this. An application is in process for the supervisor to become the new RP for this service. The existing RP will remain in place until this has been finalised, to ensure there is continuity for parents and children. Most documents were easy to access and stored securely at the premises. However, the Statement of Purpose could not be located at the premises and therefore was not available to staff and parents. The supervisor told us that she had been working on some documents at home and assured us it would be addressed.

Leadership is effective but there are some areas which could be monitored more closely.

4.2 How effective is self evaluation and planning for improvement?

Leaders value feedback from external agencies and use this to plan for change. They spoke highly of the relationship they have built with the early years advisors and gave examples of what they have put into practice following their feedback. Any areas we raised as needing action, were promptly addressed during the course of the inspection, or plans were put in place to address afterwards. This demonstrates a strong commitment to improving standards. Practitioners told us have the opportunity to be involved in evaluation of the service through team meetings and more informal

discussion. A quality of care report had been produced but it did not include the views of parents, children and staff. The RP explained how these views were captured through the team meetings and day to day communication with children, but they had not realised it was a requirement to specifically refer to these in the report.

The systems in place to monitor the service are effective. They improve the quality of care, play and learning provided.

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

Leaders have established some very good methods to manage and support the staff and resources. Everyone talked to us about a 'team approach' to managing the service and working together to deliver good outcomes. They have established systems for peer reviewing each other through observations and they each have an annual appraisal. Supply staff can be called upon to cover at short notice and for holidays. However, the quality of the staff files was poor. The RP had not ensured that all staff had received all of the necessary pre-employment checks, nor retained the documents and evidence required by the Child Minding and Day Care (Wales) regulations. The RP explained all staff were self employed and she had overlooked this as she had not thought it applicable. As soon as we explained the requirement the RP began to address this. By our second visit, all files were up to date with the exception of one member of staff who was on leave. The RP and supervisor gave assurances that this would not be overlooked in the future and both show a commitment to meeting all requirements.

Leaders effectively manage and support practitioners. Everyone takes a role in managing resources and effecting change.

4.4 How effective are partnerships?

Parents speak highly of the service and feel valued. Newsletters are used as a way of communicating what they do but they use a variety of methods. One parents stated, *"the team are very good at communicating with parents and lay on wonderful days and special events."* The RP and supervisor spoke of, parents coming to coffee morning's, concerts and other open days. Links with the local school have been established and children are taken twice to visit, aiding transition. The service is valued and supported by the community. There was evidence of fund raisers and trips to a nearby garden centre.

Partnerships with parents and the community have developed well.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We discussed the following recommendations:

- the Statement of Purpose, should be kept at the setting and all staff should be familiar with the document;
- hot drinks must not be brought into areas where children are being cared for or left unattended;
- the annual quality of care review should clearly include the views of staff, parents and children in line with regulation 16;
- the premises should be heated appropriately and temperatures should be monitored;
- the radiators should be covered or thermostats used to ensure the temperature is safe for children to touch;
- review the contracts for all children to ensure they are fully completed and establish a system to ensure these are routine checked for accuracy;
- medication forms could include the actual times the parent wishes the dose to be administered and
- consider improving the nappy changing facilities provided.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector undertook an unannounced visit and returned to complete the inspection the following day, spending approximately five hours at the service.

We:

- observed practice and completed observations using the Short Observational Framework for Inspection (SOFI 2) tool to capture evidence of children's engagement and the care being provided by staff;
- reviewed information held by CIW;
- undertook a visual inspection of the premises;
- reviewed information sent to us following the inspection;
- spoke to the RP's at the service;
- read CIW's parent questionnaires;
- looked at a wide range of records. These included focusing on the statement of purpose, staff files, health and safety policies and records, children's files and routine checklists and records, and
- gave detailed feedback to the RP's at the end of the second visit.

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
Registered Person	Emma Woods
Person in charge	Emma Woods
Registered maximum number of places	24
Age range of children	2 – 5 years
Opening hours	9:15-3:15 term time. 9-3 during school holidays
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	20 November 2015
Dates of this inspection visits	12 and 13 December 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?	This service does not provide an Active Offer of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of children who use, or intend to use the Welsh language. We recommend the service consider the Welsh Government's 'More Than Just Words Follow-on Strategic Guidelines for Welsh language within Social Care'.
Additional Information: At the time of the inspection an application had been submitted to CIW to add a new Registered Person (RP) and Person in Charge (PiC). The existing RP will then de-register and will no longer be a PiC.	