



# Childcare Inspection Report on

**Glyngaer Carebears**

**Glyngaer Primary School  
Oxford Street  
Gelligaer  
Hengoed  
CF82 8FF**



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## **Description of the service**

Glyngaer Carebears is located within Glyngaer Primary School in Hengoed. Tracey Jones is the Registered Person (RP) registered to provide the service and also acts as Person in Charge (PIC) to oversee operation of the service on a day to day basis. It is registered to care for up to 16 children and provides a wraparound service and playgroup for two to three year olds. It operates term time only between 12.40pm and 3.10pm Monday to Friday. The service is provided through the medium of English and includes some incidental Welsh.

## **Summary of our findings**

### **1. Overall assessment**

Children are relaxed and comfortable at the setting. They receive care and attention from experienced staff that meets their needs. The baseroom is within Glyngaer Primary School, and has direct access to outside play space and is safe and organised from a child's perspective. The RP is engaged and motivated in her approach with care and management systems in place which are mostly effective. However, the RP needs to ensure she takes into account all the requirements of the Child Minding and Day Care (Wales) Regulations 2010 and the National Minimum Standards for Regulated Child Care for children up to the age of 12 years (2016).

### **2. Improvements**

A new RP has been in place since April 2015. Recommendations from the previous inspection have been addressed;

- Sickness policy has been reviewed;
- children have access to appropriate hand washing and drying facilities in the toilet area;
- records of planning for activities are available;
- record of children's development is kept and
- staff have received supervision.

### **3. Requirements and recommendations**

The service is compliant with regulations. We have made some recommendations to support the continued development of areas of leadership and management and record keeping and these are highlighted within section 5.2 at the end of this report.

# **1. Well-being**

## **Summary**

Children are content and relaxed at the service. They have access to appropriate activities and have opportunities to form positive relationships. Children benefit from consistency of care and have good opportunities to develop and gain independence.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children receive support to make choices and their decisions are valued. They are confident to express themselves and make their opinions known. We saw that trust existed between the children and staff as children also knew the staff from the school setting where they also worked. We saw staff pre-empt what was required because they knew the children well. Children were involved in planning activities and we saw that a 'hospital room' had been set up in response to the children's interest in the topic 'people who help us'. We also saw that a planning file recorded "Gather ideas from children about things they would like to make for Christmas" and heard staff ask children for ideas during circle time.

Children are encouraged to make choices and express themselves and their choices are respected and acted upon by staff.

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

Children receive consistent, supportive care from the staff within surroundings that they are familiar with. Children were keen to play independently, moving throughout the play areas and were also happy to get involved in circle time and were pleased when that their choices were respected. Children told us they discuss buying new resources and that these are usually purchased.

Children feel a sense of belonging and feel valued by staff.

### **1.3 How well do children interact?**

Children interact appropriately and understand they are required to keep to the rules. Children are considerate of the wishes and feelings of others. We saw them sharing crayons and taking turns when playing group games. We noticed that children were helpful and supportive to the younger or newer children within the group and had formed good relationships. Children have friends from school and have also developed friends from within the service and we saw that children were invited to play dates outside of the group as a result of this. They enjoy each other's company and understand the need to be kind, courteous and respectful to each other.

Children benefit by experiencing positive social interactions that promote self-confidence.

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

Children are active and curious learners who enjoy the variety of experiences offered to them. This includes craft activities, music and story time. Some children told us they enjoy playing outside and others really enjoyed playing doctors supported by the staff. Children were really enthusiastic about a dinosaur experience they had been involved in and really enjoyed their play experiences, becoming very animated during story time and singing sessions.

Children have opportunities to take part in new experiences and develop additional skills.

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

Children are encouraged to develop their interests and independence. We saw that they are confident to help themselves and enjoy the opportunity to be sociable in the company of others. Children told us they enjoyed playing and attending the group. Children were encouraged to attend to their own toileting needs, although when required staff provided assistance. Most children help themselves to their own food and drinks and are encouraged to take responsibility for their own property, finding their coats and bags when it is time to go home.

Children enjoy play and learning activities that benefit their overall development.

## **2. Care and Development**

### **Summary**

Children benefit from staff who have a sound understanding of child development and want to make a positive difference to the children in their care. They understand children's individual needs and how to meet these needs. Children remain safe and healthy because staff have a suitable understanding of their responsibilities and of the policies and procedures in place to support them in their roles.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff have a good understanding of the policies and procedures and implement them within their daily working practice. We spoke with staff and they had a very good understanding of child protection procedures and what their own responsibilities were in order to safeguard children. We saw that food hygiene principles were followed when supporting children with their snack and we saw that healthy options were offered to children. For example, we saw photographs of children making fruit rocket kebabs and bringing in green foods in for green snack day, as a means of promoting healthy eating with children. Drinking water was accessible to children from an established water station. Children were taught good hygiene habits and were encouraged to wash their hands before snack and after using the toilet. We saw that accident forms were completed promptly and this information was reported to the parents when they collected their child. Fire drills are practiced regularly with children. Although it was raining heavily during the inspection, staff ensured that children had good opportunities for physical play indoors, such as jumping, obstacle races and hopping to songs. Staff have been trained in speech and language strategies in order to promote children's communication and understanding to benefit their well-being.

Staff are able to promote children's well-being to a very good standard and keep them safe and healthy.

#### **2.2 How well do practitioners manage interactions?**

Staff work in line with the behaviour management policy and are able to manage children in a positive manner. All staff engage well with the children. We heard lots of gentle prompting of children such as "Is it good to share?" to which children replied "Yes!" Staff gave good eye contact when talking with children and ensured children were listening when giving instructions, for example, "Listen now, good listening and good looking" They ensured all children were included and during circle time each child had an opportunity to speak and were listened to. For example, staff used phrases such as "Take turns, x was speaking" to ensure that all children were supported and felt comfortable and at ease in group activities. We were told that they have resources to explore and help children understand their emotions and speak with children to develop an awareness of their own and others feelings. There was lots of positive language and interactions used by staff to acknowledge children's

accomplishments, such as “X packed his bag all by himself.” Children valued stickers and we heard one child say “I got a sticker.” Other strategies, such as award certificates were also highly valued by the children.

Staff provide consistent care and have developed positive strategies to manage children’s behaviour effectively.

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

Staff have a very good understanding of how to promote children’s learning and meet their individual needs. We saw that staff evaluate and discuss each session to ensure activities meet children’s individual needs. They include children’s opinions and explained they had linked nursery rhymes and stories to their current theme, focusing on Humpty Dumpty and “Mr. Men Go To the Doctors” as children’s favourites. We heard staff extending children’s language and vocabulary language, for example, the word chaos was read out during story time and staff identified this may be a new word for lots of children. They asked “Do you know what that means?” Everything going crazy!” We also saw staff asking children to show them what “long” looked like and a child stretched out their arms really wide. We heard lots of Welsh spoken throughout the inspection and children’s spontaneous attempts at Welsh were recognised and praised. We saw that assessments and observations of children were kept and saw an example with one folder “My care bears journey” in which a child’s numbers and colour recognition had been recorded. Staff used children favourite stories and rhymes to aid learning and, for example, had used “Jack and the Beanstalk” when planting and growing vegetables with the children and “The Dragon who came to Tea” when understanding of fire drills was needed.

Staff have a good understanding of children’s individual needs and are experienced in the planning of activities and ensuring that they meet the children’s next steps in play and learning.

### **3. Environment**

#### **Summary**

The environment is clean, bright and maintained to a good standard. Toys and resources are well looked after, plentiful and of a good quality. Considerable care is taken to maintain safety in order to ensure the well-being of children. The setting has an outside play space which is spacious, well-resourced and safe. Children have direct access to outside play and toileting facilities which help promote their independence.

#### **Our findings**

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

Procedures are understood and implemented in order to ensure the environment is safe, clean and secure. The service has the support of a council maintenance team and staff told us that any issues reported to the team are addressed promptly. Gas and electrical service checks had been completed and Public Liability Insurance was in place. Daily visual checks are undertaken and further supported by regular risk assessment of all areas. Emerging risks are identified and actions required are dealt with promptly. For example, we noted that there was an issue with a light, which was quickly addressed by the caretaker. A visitor's book recorded all visitors to the service with entrances are locked and monitored by staff.

The environment is safe for children.

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

Leaders have ensured that the environment is set up and is suitable to meet children's needs. Children have access to furniture, equipment, toys and materials that are suitable and appropriate for their needs. The environment was clean and healthy for children and we saw that staff followed cleaning procedures after snack and throughout the inspection to ensure areas were clean and safe for children. Coat hooks and toilet facilities were child sized and the inside play environment had been set up so it was child centred. The outside area had equipment to promote children's physical activity with balance blocks, space to run and play ball games, a mud kitchen, outside classroom, musical instruments and bird boxes to encourage children's understanding and connection to the natural world. Throughout the baseroom we saw lots of Welsh signage on resources to promote recognition and use of the Welsh language.

The environment is set up to be child focused and suitable to promote children's all round development.

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

Children have access to good quality, varied resources, which are used to enhance children's play experiences. There is a good selection of multi cultural toys and books available for the children to use. This helps to reflect the wider society in which we live



and promotes diversity and equality. Furniture is appropriate for the age of the children and of very good quality. Daily checks ensure that equipment is in good working order and we were told that any broken toys are removed immediately. Toys were checked to ensure they met British safety standards. The resources are plentiful and well maintained with regular cleaning procedures to ensure good hygiene standards. We were told that new resources are bought regularly to ensure the themes and topics of learning are well supported and equipped to provide the children with stimulating play opportunities.

Resources and equipment are appropriate for the age range, are very good quality and support the children's all round development well.

## **4. Leadership and Management**

### **Summary**

The Registered Person is motivated and takes on the role of PIC to ensure that she can support and implement effective record keeping, clear policies and procedures and safe recruitment of staff. The setting is well organised and managed to a good standard. Managers and staff fully engaged in the inspection process and were open and transparent throughout. Improved formal monitoring and review of the service is needed but there has been consultation with parents and children and the services continues to enhance the experience of the children who attend.

### **Our findings**

#### **4.1 How effective is leadership?**

There are comprehensive systems in place to support the effective operation of the nursery and leaders have a good understanding of their legal responsibilities. The PIC has high standards and these are shared with the staff team. Team meetings are held which support information sharing and promotion of good working practices. When we spoke with staff they were clear about their roles and expectations, said they felt well supported and enjoyed working at the nursery. There are clear policies and procedures in place which supports the smooth and effective running of the nursery and these were being audited prior to the inspection. We did discuss with the RP that some information within the statement of purpose needed to be clarified and an operational plan developed and recorded. The service had not registered with the Information Commissioner's Office, although some children's information is stored electronically and this needs to be checked.

Leadership is generally effective and this is demonstrated in the smooth and efficient running of the setting.

#### **4.2 How effective is self evaluation and planning for improvement?**

The RP has developed a means to constantly improve and review the service. Records demonstrated that the service was under constant review and that parents, children and staff have been consulted as part of this process. However, an annual report had not been devised in response to the collection of this data. Caerphilly Quality assurance schemes provides support to the service and the RP was motivated to improve and deliver an ever improving service to parents and children. No complaints had been received by the service but a log to record any future concerns or complaints was established.

Self evaluation and planning for improvement is effective but this information needs to be formally considered and compiled into an annual report.

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

Systems are in place which ensure that staff are supported and that good child care practice is monitored and maintained. Staff reported feeling well supported and having

open access to managers enabling training needs and child care practices to be confidentially discussed. The RP explained that she had recently initiated termly supervisions with staff and that daily discussions were held between her and staff. We looked at staff files and found that safety checks and suitable recruitment procedures were undertaken. There are robust monitoring systems for safeguarding and accidents and incidents.

The management of staff is effective.

#### **4.4 How effective are partnerships?**

Leaders and staff understand the importance of building good working relationships in order to provide a good service to children and their families. Transitions to school are supported by staff. Outside agencies visit the service and provide, for example, links within the community with police visiting and undertaking activities with children. Parent questionnaires demonstrated a high level of satisfaction with the service and parents particularly liked the “Seesaw” app which enabled effective communication between the service and parents. Parents described staff as “caring and professional” and felt that their children benefited from the service.

Partnerships are effective and valued by all staff and management.

## **5.Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

- Complete a review of quality of care report and forward a copy to CIW as soon as possible;
- register with Information Commissioner's Office (ICO);
- continue to annually review all policies;
- update statement of purpose so that it reflects age range of children attending;
- develop operational plan and
- embed into practice termly supervisions with staff.

## **6 How we undertook this inspection**

An unannounced full inspection was undertaken over two days by one inspector, with feedback given on the second visit. The following methodology and information was considered:

- Information held by CIW;
- observations of care routines and practices undertaken;
- visual inspection of the setting, both inside and outside;
- discussions with staff and management;
- conversation with some of the children attending the setting and three sets of parents;
- consideration of a range of policies, procedures and records kept by the setting and
- 3 CIW questionnaires returned to us from parents.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## About the service

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Tracey Jones
Person in charge	Tracey Jones
Registered maximum number of places	16
Age range of children	2- 3 years
Opening hours	12.40pm to 3.10pm Monday to Friday term time only.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	18 March 2015
Dates of these inspection visits	26 and 29 November 2018
Is this a Flying Start service?	No
Is early year's education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	<p>The provider does not provide the 'Active Offer' in relation to the Welsh Language.</p> <p>An 'Active Offer' means providing a service in Welsh without someone having to ask for it. This is part of the Welsh language Policy to develop and strengthen Welsh language in services. We recommend that the service provider considers Welsh Government's 'MoreThan Just Words follow on strategic guidance for Welsh language in social care'.</p>
Additional Information:	