



Childcare Inspection Report on

Tiddlers Wrap Around

**Tiddlers Wrap Around
Tyn y Wern Primary School
Heol-yr-Ysgol
Trethomas
CF83 8FL**



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Description of the service

Tiddlers Wrap Around operates from a single storey building adjacent to Tyn-Y-Wern Primary School in Trethomas. It has been registered since October 2012 to provide care for a maximum of 39 children. The service is run by a committee with Kate Benson as the nominated Responsible Individual (RI). A Person in Charge (PiC) is employed to take responsibility for the day to day running of the service. The service operates Flying Start places for two to three year olds, educational provision for rising threes and an extended wrap around lunch time session for children attending the school nursery. The service operates between 12.00pm and 3.30pm, term time only. The main language of the service is English with good use of incidental Welsh.

Summary of our findings

1. Overall assessment

Tiddlers Wrap Around is a well run service. Children settle well and have formed good relationships with staff. They benefit from a good range of free choice and adult led activities. There is a consistent and stable staff team who know the children well. Staff are well qualified and are enthusiastic about their roles. The environment provides suitable space for the number of children cared for. The building is shared with the school nursery and as such, there is limited space available for dedicated displays and some improvements are needed to ensure the privacy and dignity of children receiving personal care, in particular nappy changing. The PiC ensures that staff are fully aware of key policies and procedures. She has a clear vision for the service and ensures that it is subject to on-going improvement. Paperwork is well organised and meets the requirements of the Child Minding and Day Care Regulations (Wales) 2010 and national minimum standards. The PiC and staff were fully engaged with the inspection process and were open to recommendations.

2. Improvements

Recommendations from the last inspection have been implemented. During the inspection a privacy screen was ordered to address the issue of the privacy and dignity of children receiving personal care.

3. Requirements and recommendations

There were no areas of non-compliance identified during this inspection. Good practice recommendations mainly in relation to the environment are referred to in the body of the report and summarised towards the end.

1. Well-being

Summary

Children are happy, settled and enjoy their time at the service. They interact well with staff and peers and are beginning to form friendships. Children benefit from a good range of interesting and stimulating activities that appeal to their interests, including free choice and adult led activities. They generally develop well and are becoming independent learners.

Our findings

1.1 To what extent do children have a voice?

Children at the service have a voice. They are confident to communicate because they know they will be listened to. We heard children approaching staff to ask for help or just to chat. Play is largely child led, allowing them to follow their interests and engage in activities that motivate them. Children are able to access resources independently and older children were asked if they wanted to have snack first or go outside to play. We noted that their choice was respected. On the day of the inspection we heard staff asking children what they would like for the kitchen the following day. They asked for eggs and the following day these were provided. Whilst staff identified that it was not suitable for children to play with them independently for health and safety reasons, they planned a cooking activity so children could use the eggs safely. This demonstrates that children are involved in planning activities and their opinions are valued.

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

Children are happy at the service and they feel valued. We saw that children know the routines, as they are well established. They know what to expect when they attend the service and this helps to develop a sense of security. We saw that all attempts to communicate are valued, for example, during carpet time at the end of the day we heard a child saying *"Oh no, I forgot to make coffee"*. A member of staff responded with, *"Don't worry, we'll make it tomorrow"*. We also saw that children's efforts were valued. They received certificates and stickers at the end of the day. Staff chose children, and explained why they were giving them a certificate. Children were excited to receive the praise and when one child asked why they hadn't received a certificate, staff explained and gave them simple targets for the following day. The child was happy with the explanation and agreed to try to get one the next day. There is a dedicated display area where achievements are celebrated. Special pieces of work are displayed in frames on the wall. Children were keen to show us their work and were proud of what they had achieved.

Children's efforts are consistently recognised and this helps them to feel valued.

1.3 How well do children interact?

Children interact well with staff and peers. We observed groups of children sitting at tables during lunch and snack times chatting happily to each other and the staff who

sat with them. We heard conversations about what they had done in school, their families and what they were going to do during the afternoon. Children played together or alongside each other, depending on their age and stage of development. Three children worked together in the outdoor kitchen, pretending to cook. They talked enthusiastically about what they were doing and helped each other to 'chop' vegetables. One child showed another how to stick the fork into the carrot. When two children riding bikes ran into each other, they laughed and apologised to each other. Children were confident to approach staff for help. We heard one child saying "*I can't turn the tap on. Can you help me?*" Children responded very well to direction from staff and responded very well to praise for good behaviour.

Interactions at the service are good and this results in a calm and relaxed atmosphere.

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

Children are engaged and motivated in their play and learning. They take part in activities that appeal to their interests and are stimulating. Many resources can be accessed independently and play is often child led. Children were engaged for appropriate periods of time and were able to take risks in a safe environment. For example, we observed a small group of children playing on a climbing frame. Staff supervised them but did not interfere in their play. We noted that in the outdoor kitchen, children played with real fruit and vegetables. They had access to foods such as potatoes, carrots, onions and garlic. They talked about how they felt and smelled and used appropriate cutlery to cut and peel them. Staff were on hand to support but did not limit children's exploration. Children were able to make decisions about what activities to take part in and there was plenty of time outside when they could be physically active.

Children lead their own play and enjoy the experiences at the service.

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

Children develop well and have opportunities to develop independence. Older children can access toilet facilities independently with reminders from staff about routines such as hand washing. They make appropriate decisions about what to play with as they know what is on offer. During snack and lunch time, children decided what and how much to eat, either from their own lunch boxes or the food provided. We saw that children were helped to cut their fruit up, although there were some missed opportunities to carry out tasks such as pouring their own drinks. This was discussed with the PiC during feedback. Records we looked at showed that most children develop well in line with their age and this is closely monitored by staff.

Children are provided with a good range of opportunities to support their all round development.

2. Care and Development

Summary

Staff are committed to providing good quality care for children at the service. They are well qualified and knowledgeable about child development, ensuring individual needs are met. All mandatory training such as safeguarding, paediatric first aid and food hygiene is updated in a timely manner and staff regularly attend training to ensure that their knowledge of best practice is up to date. They are fully aware of key policies such as managing behaviour and consistently work in line with these.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have a good understanding of how to keep children safe and healthy. There is a comprehensive safeguarding policy, including 'Prevent' which is a government initiative to support childcare providers to recognise signs of radicalisation. Staff we spoke to were confident about how to refer concerns. All staff have undertaken training in food hygiene, paediatric first aid and safeguarding, including 'Prevent'. The service operates a healthy eating policy, providing healthy snacks and drinks. There is a comprehensive emergency evacuation procedure and staff confidently discussed this with us. Evacuation drills are carried out with the children on a regular basis to ensure they know what to do in an emergency.

Systems and procedures to ensure the safety of children are well established and staff work in line with these.

2.2 How well do practitioners manage interactions?

Staff are consistent in their approach to managing interactions. They are good role models, treating children and each other with respect. There are high expectations of behaviour and we saw that there is a positive behaviour policy which staff are confident in implementing. We heard lots of praise and reinforcement of positive behaviour, including a reward system with stickers and certificates at the end of each day. We saw that children with more challenging behaviour were supported with individual targets and reward charts set up and managed by their key workers. On the day of the inspection behaviour was very good but when reminders were needed staff did so in a sympathetic manner.

There are effective systems in place to ensure that interactions are managed in a positive and consistent way.

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

Staff know children well and meet their individual needs. The service operates a key worker system with each member of staff having responsibility for a small group of children. This ensures consistency and continuity. There is a topic overview for each term based on Foundation Phase areas. Key workers take responsibility for planning

and adapting activities to meet the needs of their key children. Regular observations are carried out and next steps in learning are identified for individual children. We spoke to staff who gave examples of how they had planned activities to enable children to achieve their targets. Children with additional learning needs are well supported. Specific training has been arranged for key workers to support their children, for example, a member of staff has attended 'Singalong' training to support children with communication and hearing difficulties. We saw that staff join in with children's play and facilitate interactions and conversation. Very good use is made of opportunities for language development. We heard children using language such as 'tongs' and 'slicing' when playing in the outdoor kitchen. Incidental Welsh was used throughout the day, particularly during group activities and carpet time. Children joined in enthusiastically with Welsh songs and clearly understood simple instruction. Children's individual needs are met by a well qualified and conscientious staff team.

3. Environment

Summary

The environment offers suitable space for the care of children. It is clean and well maintained with ample space for children to be physically active. Resources are plentiful and offer children good variety and choice. There are some limitations to the amount of children's work that can be displayed due to the building being shared with the school nursery. Some large outdoor play equipment is in need of updating and improvements are needed to the toilet facilities to ensure that children's privacy and dignity is respected.

Our findings

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

Leaders ensure that the environment is safe for children. The indoor and outdoor play areas are secure and visitors are required to sign in. Room registers were seen to be accurate although they do not currently record the times that children arrive and leave. We discussed this with the PiC who agreed to look into this. Gas and electrical safety testing is carried out by Caerphilly County Borough Council. These were not available to view on the day of the inspection but were forwarded to us shortly afterwards. We saw that daily risk assessments are carried out by staff. Hazards are identified and where possible eliminated. Formal written risk assessments are undertaken for some areas of the environment and certain activities. We saw that they are currently quite brief and discussed with the PiC the need to develop these to include additional detail.

There are systems in place to ensure that the environment is safe but risk assessments need to be more robust.

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

The environment is generally suitable for the age range of the children cared for. There is sufficient space for children to move freely and have independent access to resources. Resources are stored at low level although not all are labelled to allow younger children to know what is available to them. There is some space available to display children's work but due to the building being the school nursery most displays were of school nursery work and this means that there is limited space available to display work of the younger playgroup children. We noted that the toilet area was open to the main corridor and the nappy changing unit was visible. There was also a painting easel water play in this area. We discussed with the PiC the need to ensure that children have privacy and dignity when receiving personal care. During the inspection the PiC ordered a privacy screen so that the toilet area could be sectioned off from the corridor. The play equipment was also relocated. The outside play area is a particular strength which allows plenty of open space for children to be physically active. This includes a hard surface for bikes and trikes, climbing frames, balancing beams and a large outdoor kitchen. We noted that very good use was made of the outdoor play space with all age groups.

The environment offers suitable space. However, some improvements are needed to ensure that children's privacy and dignity is respected.

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

Leaders ensure that children have access to good quality resources and equipment. They are sufficient in quantity for children to have good variety and choice. Furniture is of suitable size and design for the age range of the children. Staff cleaned tables before and after snack and lunch, demonstrating good hygiene procedures. The outdoor kitchen included real cutlery, fruit and vegetables and this area was particularly inviting to children. We were told that if children asked for specific resources for this area staff would try to provide them. We saw evidence of this during the inspection when children requested eggs and they were provided the following day. We saw that there was a good range of Welsh and multicultural resources available including books, dolls, puzzles and dressing up costumes. There were some large play items in the outdoor play area that were very worn and required attention, such as a playhouse which was not in use. We were told that these belong to the school and a request had been made for them to be repaired or removed. The PiC told us that they had access to most of the school equipment alongside their own resources.

Overall, resources are plentiful and of good quality. However, some of the large play equipment is in need of repair.

4. Leadership and Management

Summary

Leadership of the service is effective. The PiC has a clear vision for the service which is shared with staff. A robust recruitment procedure is in place to ensure that staff are suitable to work with children. Policies and procedures are well established and reviewed in a timely fashion. Parents are involved in many activities and kept well informed about what the service provides.

Our findings

4.1 How effective is leadership?

Leadership of the service is effective and ensures that it complies with the Child minding and Day Care Regulations (Wales) 2010 and National Minimum standards. There is a statement of purpose that clearly states what the service provides, allowing parents to make an informed decision about the suitability for their child. Leaders have a clear vision for the service and this is shared with staff. Policies and procedures are well established and reviewed regularly. We saw that staff sign to say they have read and understood updated policies. The PiC is supportive of staff and is actively involved with the children. We saw that children were brought to see the PiC with special achievements and time was made to celebrate them. Accidents and incidents are monitored monthly to look for patterns.

Effective leadership means that the service runs smoothly on a day to day basis.

4.2 How effective is self evaluation and planning for improvement?

There are robust systems in place for self evaluation. An annual quality of care report is produced drawing upon the views of children, parents and staff. Detailed action plans highlight areas for improvement and these are regularly revisited to monitor progress. We noted that recommendations from the last inspection had been included in service improvement plans and implemented. During the inspection the PiC was very proactive in putting into place recommendations such as an additional information sheet in staff files and minor alterations to some policies. These were completed before the end of the visit. We were told that the service has good links with the school and local authority advisory teachers, who visit the service on a regular basis to offer advice.

Effective procedures for self evaluation ensure that the service is subject to on-going review and improvement.

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

Staff are well managed and supported. The service operates a robust recruitment procedure and all paperwork relating to this was seen to be in place. Disclosure and Barring Service (DBS) checks are carried out in a timely manner. This ensures that all staff are suitable to work with children. Staff have clear roles and responsibilities outlined in job descriptions. Supervision meetings are held every three months and

detailed records are kept. We saw that staff have individual targets which are reviewed during supervision and annual appraisal. Staff meetings are held weekly and there is a monthly planning meeting. Minutes of meetings are detailed and signed by staff to agree accuracy. All mandatory training such as safeguarding, paediatric first aid and food hygiene is regularly updated and staff have opportunities to attend further training to enhance their continued professional development. Staff we spoke to told us that they felt very well supported by leaders.

There are good procedures in place to ensure that staff are well managed and stay up to date with good practice.

4.4 How effective are partnerships?

The service has established effective partnerships. They are kept well informed about their child's progress. We saw parent questionnaires that demonstrated a good degree of satisfaction with the service. One parent told us *"Staff are all really nice. The trouble we have is getting them out not in!"* Parents have opportunities to be involved in the service at a good range of events. They have attended the pantomime, carols in the forest, stay and play days, picnics and workshops. Activities such as the Great Garden Birdwatch are sent home and parents are encouraged to become involved with their children. We were told that the service is starting a gardening club for parents. The service also has links with the community such as children visiting the local shop to use money and buy ingredients for cooking. They plan to extend this to visits to the local supermarket. We were told that the service has a good relationship with the school, local authority advisory teachers and the Flying Start team.

Partnerships are well established and benefit children and parents.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Consider privacy and dignity of children receiving personal care;
- ensure that risk assessments are sufficiently detailed and
- ensure that outdoor play equipment is well maintained.

6. How we undertook this inspection

One inspector undertook an unannounced inspection as part of our normal schedule of inspections. Approximately seven hours were spent at the nursery over two days. The following methodology was used to gather evidence for this report:

- Observations of care routines and practices;
- discussion with the PiC and staff;
- conversation with several children;
- discussion with parents;
- visual inspection of both inside and outside play areas;
- consideration of information held by CIW such as the last inspection report and
- sight of a range of policies and procedures including information held in staff personnel files.

Feedback was provided to the PiC at the end of the inspection.

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

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Kate Benson
Person in charge	Beverly Dickinson
Registered maximum number of places	39
Age range of children	2 years – 4 years 11 months
Opening hours	Monday to Friday 12.00pm – 3.30pm Term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	7 July 2015
Dates of this inspection visit(s)	16 & 17 January 2019
Is this a Flying Start service?	Yes
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 is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people/children who use the service. This is because the service is situated in a primarily English speaking area. However, we recommend that the service provider considers the Welsh Government's 'More Than Just words' strategic guidance for Welsh language in social care.
Additional Information: None	