



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Cylch Dechrau`n Deg Pant

**Canolfan Gymunedol Gardden
Heol Eifion
Rhos
LL14 2EW**

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, Pant is registered to care for a maximum of 12 children. The service operates Monday to Friday mornings, 8.45 – 11.15, during school term times and is located within the community centre off Eifion Road, Rhosllanerchrugog. It is a Welsh medium setting and admits children between the ages of two and three years. The group benefits from Flying Start Funding. The Registered Person is Rhiannon Jones.

Summary of our findings

1. Overall assessment

Children are at the heart of this service and experience warm, attentive and professional care. Their well-being and self confidence is greatly enhanced. Gentle, kind and well qualified practitioners provide a rich play environment and guide children sensitively through the medium of Welsh and meet their every need. The environment is very suitable and set out daily with a variety of areas and good use is made of them. Leaders ensure the safety of children and are supportive of the practitioners and provide necessary training and resources.

2. Improvements

Children are learning Welsh more effectively as the practitioners use the Croesi'r Bont curriculum.

3. Requirements and recommendations

One recommendation was made regarding written risk assessments.

1. Well-being

Summary

Children have a voice, express themselves and make choices confidently according to their stage of development. Children are thriving and flourish because they feel secure, respected and valued. They are successfully beginning to learn valuable social skills. Children are active and curious learners and enjoy a variety of experiences at this service. Children are learning many concepts through play, for example pre reading and physical skills, learning Welsh words and phrases, and as a result are developing well and becoming independent.

Our findings

1.1 To what extent do children have a voice?

Children are listened to and their choices respected.

Children chose where to play and were supported and guided by practitioners according to their individual needs. Their choices were respected and this was observed when a child didn't have to put their coat on to go home. Children also chose what healthy snack to have as a variety was offered. Many areas and activities were set out for the three children and inside there were many additional toys stored at the children's height for them to help themselves. Children who need a service through the Welsh language receive one.

Children have a strong voice and make choices confidently.

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

Children feel safe, happy and valued.

We observed children coped well with separation from their parents. They were happy to explore their surroundings and related well to the practitioners. Children were content and expressed enjoyment, for example one child was singing whilst playing. Children were familiar with the routine which gave them a sense of security and were happy to move from one activity to another. Children had bonds of affection with the practitioners and were spoken to fondly. They played along side each other with contentment.

Children are thriving and flourish because they feel secure and valued.

1.3 How well do children interact?

Children interact well with each other and the practitioners.

Children interacted and co-operated with their peers and adults according to their stage of development. This was because they received much support. For example they were learning to tidy away toys and share play items in the sand. Children were encouraged to be aware of others on the yard when pushing buggies.

Children are successfully learning valuable social skills.

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

Children enjoy their time at the service.

Children were engaged and motivated in their play and learning. They were learning about the properties of various materials such as water and sand. Children were developing positive attitudes to new experiences such as printing with rose shaped sponges to create a picture. We saw a child had a great sense of achievement as they created their special occasion card.

Children are active and curious learners and enjoy a variety of experiences.

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

Children develop well, and are learning skills to be independent.

Children were developing skills to promote their all round development. Children were learning language skills and vocabulary in a natural way, such as “rhosyn” when making their card. Their physical skills were practiced and particular muscles strengthened outside when playing with the tunnel and balancing on stepping stones. Children were seen eating and drinking independently during snack time and they were learning to wash their hands with support.

Children are learning many skills through play and are developing well and becoming independent.

2. Care and Development

Summary

Practitioners keep children safe and healthy in a caring atmosphere. They manage interactions consistently, being good role models and using positive strategies. Professional and capable practitioners promote children's learning through play, providing stimulating activities and meet children's individual needs.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Practitioners keep children safe and healthy.

Practitioners understood and implemented policies and procedures for the service. Training certificates evidenced they had completed safeguarding training and contact numbers for the relevant agencies were readily available. All practitioners had current first aid qualifications and accident forms showed incidents were dealt with appropriately and parents were informed and signed the records. Healthy snacks and drinks were provided and observed to be prepared satisfactorily. We observed dental hygiene and the brushing of teeth was taught as the service is part of the Designed to Smile programme. Tables were wiped before and after eating snacks. Nappy changing procedures were observed and included processes for avoiding cross infection and the child was spoken to fondly. Records of regular fire drills evidenced that practitioners know how to evacuate the premises safely.

Practitioners effectively keep children healthy and their safety is a priority.

2.2 How well do practitioners manage interactions?

Practitioners manage interactions successfully using positive strategies.

Practitioners promoted positive behaviour well through celebrating good behaviour. They used distraction techniques successfully and praised children often, for example for tidying the trains. Much affectionate praise and encouragement was heard, and children were encouraged to say "Diolch" (thank you) at snack time.

Practitioners manage children's interactions well, helping the children to co operative and learn social skills.

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, providing a variety of interesting experiences.

Practitioners provided a nurturing and caring atmosphere and provided responsive care as they knew details about the children which had been shared by the parents both verbally and in registration forms. Practitioners knew the children well and understood their characters and needs, for example knowing children's favourite toys. Practitioners promoted the development of all children by planning and providing a wealth of stimulating play and learning experiences. The practitioners used successful ways to engage the

children, such as using visual aids during singing and Makaton to help with the development of language. They played with the children in the play dough introducing vocabulary and helping the children to think about the characteristics of the material. They understood children's special vocabulary and were able to respond appropriately. They effectively promoted the Welsh language as the children understood what was said and sometimes responded in Welsh. We saw written planning and observational notes were completed for each child enabling the practitioners to adapt the activities to children's needs. Children enjoyed a period of outdoor play when they practiced running and balancing skills.

Practitioners promote children's learning through providing a rich play environment and they meet individual needs as they know the children well.

3. Environment

Summary

The environment is very suitable being safe and child centred giving the children varied first hand experiences. The quality and variety of the resources are extensive and the practitioners make good use of them to create an interesting and stimulating environment for children. Leaders provide a clean, secure and safe environment and written risk assessments, although they need dating, ensure all practitioners are aware of how to keep children safe. They ensure children are supervised well both inside and outdoors by knowledgeable practitioners.

Our findings

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

Leaders ensure that the environment is safe and secure.

There was a safe locked entrance and a record was kept of all visitors. All areas inside and outside were clean, safe, enclosed and there were written risk assessments evidencing that practitioners knew what the risks were and how to manage them. These need to be dated to evidence that they are reviewed at least annually. Additional checks of the fire alarm, fire extinguishers and portable electrical appliances were current.

Leaders successfully 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 exceptionally suitable for the ages of the children attending.

Areas of play and learning were set out at child height for children to access easily. Indoors sturdy, wooden child sized chairs and tables were used as well as furniture for early years provision. There was a portable child sized wash basin in the room to enable young children to learn to wash their hands and a special nappy changing unit was used. Steps enabled children to use the toilets when necessary.

Leaders ensure the environment is child friendly, interesting, stimulating and exciting for children.

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 very good quality.

Leaders had ensured children had access to a wide range of good quality, stimulating play and learning resources. These included large peg boards, a comfy area with books a nature table and a mark making area. Activities and toys were available in sufficient quantity to ensure children had an interesting choice. All toys and games were clean, in good order and stored in labelled boxes. Equipment and furniture was suited to the ages of children

attending. Leaders made sure there were extensive painting and craft items both in use and stored to support practitioners. Leaders had provided books and toys to display the wider society and promote equality.

Leaders successfully ensure the quality and appropriateness of resources and equipment to provide stimulating activities for the children.

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. Partnerships with parents and others are effective for the benefit of the children and their families.

Our findings

4.1 How effective is leadership?

Leadership is effective and well organised.

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. Leaders have always complied with any recommendations made and ensure legal obligations are met such as public liability insurance. There was a clear, reader friendly Statement of Purpose which gave the required information. All records were organised and easy to manage. Registers clearly recorded the attendance of children and practitioners.

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 which is embedded in daily practice. Their Annual Review contained much information about the service including areas of good practice and plans for improvement. Some areas for improvement had already been acted upon, such as using Makaton to help children understand and acquire language. The Annual Review demonstrated how parents and children are asked for their views on the service which were positive. In this document the providers stated that preparing the snack before hand would allow more time with the children. This was partly completed and would benefit the children if this could be fully implemented as there was a very brief period (less than two minutes) when the children waited in the book reading area for a practitioner to join them.

Leaders know the service well. Strengths and areas for development are recognised and action taken to maintain high standards and constantly 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.

We observed practitioners had an excellent knowledge of children which enabled them to promptly meet their needs such as nappy changing and they had a gentle and kind manner with the children. Good use was made of practitioners and their time. Two practitioners were employed with three children ensuring the children had ample attention and support. Flying Start courses were attended and Family Information Services were also used to access courses. We inspected a sample of practitioner files and saw processes ensuring practitioners had the qualifications required and additional training attended. All practitioners had current DBS checks in place. We also spoke to practitioners who confirmed that they had a good experience during their employment. Annual appraisals for practitioners had been completed and the Annual Review also identified training for practitioners.

Leaders have effective and successful systems for identifying training needs and working with practitioners to improve performance.

4.4 How effective are partnerships?

Leaders keep parents informed about their children and have important partnerships with them and other agencies.

Parents were contacted daily and they spoke to practitioners and had an opportunity to feedback their opinions annually in writing using a questionnaire. Responses from parents were positive with them stating how happy their children were to attend. Discussions with practitioners reflected the passion which they had to work together with parents and others, putting the children first. Communications with outside agencies such as the Designed to Smile dental health team and health visitors were used for the benefit of the individual children. Practitioners told us that the Flying Start link teacher provided helpful input for improving activities.

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

The written risk assessments need to be dated to evidence that they are reviewed at least annually.

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 9 March 2018 from 9.00 – 11.30.

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, other professionals and two practitioners;
- inspected the areas used and
- reported our findings to the registered person by phone on 9 March 2018 .

Further information about what we do can be found on our website www.cssiw.org.uk

About the service

Type of care provided	Childrens Day Care Sessional Day Care
Registered Person	Rhiannon Jones
Person in charge	Ceri Thomas
Registered maximum number of places	12
Age range of children	2 – 3 years
Opening hours	Monday - Friday mornings 8.45 – 11.15 during term time
Operating Language of the service	Welsh
Date of previous CSSIW inspection	19 March 2015
Dates of this inspection visit(s)	09 March 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: None	

