



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

# Childcare Inspection Report on Gofal Plant Dechrau'n Deg / Flying Start Childcare Llangefni

Ysgol y Graig  
Lon Talwrn  
Llangefni  
LL77 7LP

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



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## **Description of the service**

Gofal Plant Dechrau'n Deg Llangefni is located on the site of Ysgol y Graig Primary School in Llangefni and is registered to provide care for up to 24 children. The children who attend are aged between 2-3 years old and have use of a large playroom, and a secure outdoor play area. The service receives support and funding through the Flying Start programme to offer provision for 2 year olds. The service implements the 'Active Offer' in relation to the Welsh language, meaning children and parents have access to the service through the medium of Welsh without having to ask for it. The responsible individual is Bethan Jones and the persons in charge are Rebecca Heneghan and Sian Jones.

## **Summary of our findings**

### **1. Overall assessment**

Children enjoy their time at the service. They are happy and busy. They are forming friendships with those around them and benefit from well planned activities that offer interesting experiences tailored to individual interests. Staff and leaders are well qualified, committed and strive towards delivering a high quality service. The environment is well planned from a child's perspective and is safe and secure. Resources are of good quality and made from a broad range of materials. Leaders have a clear vision for the service, they support staff to fulfil their roles well and work effectively in partnership with parents and partner agencies.

### **2. Improvements**

The service has implemented the good practice recommendations made in the previous inspection report.

Since the inspection the service has implemented positive changes to reduce the risk of unauthorised access to the building. Parents have been reminded of the importance of not allowing people into the building.

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

There were no areas of non-compliance found during this inspection. We made some good practice recommendations regarding the environment and children's experiences.

# **1. Well-being**

## **Summary**

Children are happy and curious learners. They are well supported and benefit from their play and learning experiences. Children are eager to get involved in what's going on around them and have opportunities for physical activity; they follow their interests and extend their thinking.

## **Our findings**

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

Children make choices and decisions and are encouraged to express themselves.

Children were confident to follow their interest and chose what they wanted to do during free play. For example; after brushing their teeth, children chose which play area they wanted to play in and a number of them initially chose to play with the sand. As the session progressed children moved from one area to another freely. There was ample opportunity for children to share with staff their ideas. Whilst children played, staff were always available to offer support, comfort or offer guidance. We saw a child and staff playing in the home corner and a meal was prepared for staff. Children whose first language was not Welsh were supported to learn and become familiar with the language. When it was appropriate and required, both languages were used to ensure everyone understood what was going on around them.

Children participated well and were confident to influence how they spent their time.

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

Children are happy and settled. They are forming friendships with those around them.

Children arrived with smiles for their friends and staff. Coats were hung on their personal pegs and they immediately joined others for circle time, ready to greet each other good morning. Children were familiar with the routine, they knew what was expected of them and this gave them security and confidence. For example, they knew when it was time for them to play the musical instruments to greet each other good morning. Children shared with each other their experiences and accomplishments, we saw them sharing with the child next to them which song card they had selected and smiles were exchanged. When appropriate, children sought guidance and comfort from staff, for example when they needed help with putting on their coats. Children approached staff for support when more than one wanted to play with the same hard hat in the construction corner. Children who were tired were supported, staff recognised the signs and provided children with comforters to soothe them and make them comfortable.

Children are gaining a sense of belonging and are happy to spend time with those around them.

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

Children have begun to form friendships and enjoy playing and chatting with their friends.

Children cooperated well together and were happy to take turns and share resources.

During circle time, children sat and waited patiently for their turn to choose a song card from the 'singing umbrella' and they all enthusiastically joined in with the chosen song. During free play when a number of them chose to play with the sand, children shared the resources effortlessly; handing spades to each other and helping them to fill the buckets. Whilst playing outside they shared the resources available to spray water and they were all extremely happy to help each other clean the windows.

Children are learning to take turns, share and cooperate well.

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

Children are active and curious learners.

Through out the session children were eager to get involved in what was going on. They benefited from a wealth of different experiences and staff responded well to children who needed support or further direction. For example, we saw a child attempting to paint a picture, staff helped her to put on the apron and after the painting had been finished the child was helped to move it to a safe place for drying. Children were supported with a planned structured activity working on developing their fine motor skills, through using a vast selection of different zips. Children's learning was extended through positive interactions and guidance by staff. Children moved from one activity to another with ease and they enjoyed each other's company.

Children concentrate on activities for an appropriate amount of time and are interested in the experiences provided to them.

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

Children have opportunities to follow their own interests and learn to be independent.

We saw children leading and directing their own play and following their own interests. A group of children played with the jigsaws on the table and they chatted together, directing each other about what they were going to do next. Children were encouraged to complete tasks as independently as possible. For example, on arrival they were encouraged to complete a self-registration activity and children decided when they wanted to enjoy their snack. Children were encouraged to tidy up after themselves during transition periods and were also seen washing their hands in the sink available without prompt. Children cleared their own plates after enjoying their Weetabix they had made themselves and they took great pride in their accomplishments. We discussed with the person in charge the possibility of introducing a 'helper for the day', where a child could assist with adult tasks,

for example, they could help prepare the café ready for the children to come and enjoy their snack.

Children are able to participate in activities where they develop their skills and are able to accomplish things for themselves.

## **2. Care and Development**

### **Summary**

Staff are conscientious and diligent in their roles. They provide children with meaningful experiences they will benefit from. Staff promote children's safety and well being and they plan a variety of interesting and stimulating activities to meet children's identified learning needs.

### **Our findings**

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

Staff are dedicated to promoting healthy lifestyles and keeping children safe.

Staff were familiar and confident in their roles. For example, they were familiar with their responsibilities and they confidently met children's needs. Staff supported children to enjoy time outside in the fresh air, they encouraged physical activity, and children were seen to run and jump.

Staff regularly cleaned the tables and children were familiar with the routine of washing their hands after visiting the toilet and before eating. Staff introduced children to different flavours during snack time. On the day we saw them enjoying some Weetabix and milk to drink, with water offered as an alternative. We saw photos of children enjoying fruit and vegetables, and a varied snack menu is offered. Staff wore appropriate apron and gloves when preparing for snack time.

Staff were familiar with the correct process to follow when changing children's nappies as is recommended in the all Wales infection control audit tool to reduce the risk of spreading infection.

Staff confidently shared with us the process they would follow if they had safeguarding concerns about a child. Promoting children's progress and well being is given high priority. All staff have a current paediatric first aid certificate and fire drills had been undertaken regularly ensuring staff would be familiar with what to do in the event of an emergency. Any accidents or incidents which had occurred were recorded appropriately and were signed by parents. Staff took great care of a child who got sand in her eyes whilst playing, her eyes were thoroughly cleaned and hugs and comfort were provided and this enabled the child to confidently return to play with the sand and carry on with the rest of the session.

Staff had completed informative risk assessments for circumstances when they were caring for a child with specific allergies. Through discussion we saw that staff were confident and familiar with what was recorded within them and their responsibilities in relation to caring for the child safely.

Staff are fully aware of their roles and responsibilities and confidently meet the children's health and well-being needs.

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

Staff work in line with the service's behaviour management policy.

Staff had formed positive relationships with the children and facilitated them to take turns and share appropriately.

Staff were responsive to individual children, for example during circle time when a child became restless, staff understood that they were anxious because they wanted to hold a song card from the singing umbrella, like some of the others had. Positive behaviour was rewarded immediately, for example, when children had listened and followed instructions well they were each given a sticker as a sign of their achievements. We heard children regularly being congratulated for their good work, building on their self esteem. Staff make adaptations and changes to the session dependent on what works best for the children. The person in charge discussed how they had moved the time children brushed their teeth to after circle time, for the reason that children gained more from the experience and engaged better.

Staff manage behaviour in a positive way by setting realistic boundaries and using appropriate techniques to ensure there is no confusion in the child's mind as to what is acceptable.

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

Staff enhanced children's learning by using a variety of different methods and responding to their needs effectively.

Staff were on hand to support and guide children. An effective key worker system is implemented with key workers making regular observations about children's achievements and we saw evidence the staff knew the children well and had personal and detailed information about their abilities. A newly implemented assessment process enabled staff to formally assess children's ability and the activities offered were tailored to individual needs, with an intervention package offered, which benefited all the children. A flying start language and play coordinator regularly visits the service and conducts group sessions with the children referred to as 'siop siarad'. These are once again tailored to identified learning needs and goals of the children attending and if required are further supported children's families in the home.

Staff worked closely with the Local Education Authority, Speech and Language Therapists, local health visitors and teachers and advisors from the '*Flying Start*' / '*Dechrau'n Deg*' scheme to ensure children's needs would be met effectively.

Themes and activities are planned dependant on children's interest with high importance placed on allowing children to lead and direct their play. For example, one inside and outside activity is selected each week with a brief outline of what they will include. During inspection the outside activity was water play with children encouraged to use water dispensers. This activity lead to children asking if they could clean the windows; staff were



able to provide the sponges and water required to enable children to extend and build on their idea. Staff also enthusiastically got involved. The transition from one activity to another was seamless and the disruption to children was kept at a minimum.

Staff know children well and respond effectively and proactively to children's individual needs.

### **3. Environment**

#### **Summary**

The environment is well planned from a child's perspective. Risks are well managed and resources are of good quality offering children a variety of different learning opportunities. Leaders provide areas where children can relax as well as plenty of areas for them to explore and play.

#### **Our findings**

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

Leaders prioritise the safety of children and ensure staff are aware of their responsibilities and implement required changes swiftly when required.

When we arrived at the premises we gained access to the premises due to being allowed in by a parent who was leaving after dropping off their child. This was immediately discussed with the person in charge and we received positive written communication the day following the inspection reporting on what action had been taken to reduce the risk of strangers being allowed unrestricted access to the building. Once inside we were asked to show our identification and sign the visitor's book. A daily register was kept of staff and children who attended; parents also signed their children in and noted who would be collecting the child at the end of the session. We discussed with the person in charge that staff were not always recording the time that they left and action was needed to ensure this happened.

The building and outdoor areas were secure and doors were kept locked during the session. Risk assessments were in place for all areas used and these had been reviewed and updated annually. Additional risk assessments had been completed for specific activities or changes to the environment. We saw the daily cleaning routine taking place, with appropriate methods and procedures being followed.

Leaders ensure hazards are identified and measures are put into place to minimise the risks to children's safety.

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

Leaders ensure children are cared for in a comfortable, bright and interesting environment which is suitable for their needs.

All areas were bright, colourful and inviting with plenty of samples of children's work displayed proudly. One specific area had been dedicated to children being able to choose whether they wanted to display their own work and they could select what they wanted to display. Thus instilling a sense of ownership and belonging in the children.

All areas were well maintained and well decorated, with a range of equipment available to meet children's needs. The entrance lobby housed a designated area for children to store

their coats and bags. This was also welcoming, with a notice board with information for parents displayed and examples of the work being completed.

The play room was arranged into learning areas that were interesting and inviting for children, providing a rich environment for play and learning. There was plenty of space and items were stored and labelled well with pictures so children could understand what was stored in each box. There was also a comfortable reading corner where children could relax and enjoy quieter periods. All facilities were of an appropriate size so children could carry out tasks independently. Staff had implemented learning from a recent training event about creating comfortable spaces. We saw how a canopy had been placed over one window, this was to create a safe space for children to wait if they were late being picked up to reduce their anxiety and worry. We saw this used and heard a lovely and warm conversation between staff and child about the weather and how 'heulwen haul' had come along and told 'sioni rhew' it was time for him to go. The child was happy to wait for someone to collect them in a safe space.

Staff told us and we saw how the children particularly enjoyed spending time outside, appropriate waterproof clothing was provided. We discussed with the person in charge how consideration could be given to allowing children to freely move between inside and outside, enabling children to make their own choices about where they spend their time. At present they are unable to keep the door open.

Leaders ensure they have set out resources to enhance children's learning and that all areas are well-maintained and welcoming.

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

Leaders ensure children have access to a wide range of good quality resources.

Toys were clean, in good condition and were suitable to the needs and age group of the children. A record was kept of when toys and resources were cleaned. A wide range of areas were available for children to explore and we discussed the possibility of including more natural materials and household objects for children to explore and learn about the world around them.

All learning areas were well stocked with different toys and resources. A wall had been decorated with photos of the children's favourite story; there was a large book and story sack available to bring the story alive for the children.

The resources available enabled children to complete suitable tasks for themselves. For example, there was a lower sink for the children to wash their hands, and a smaller jug available for them to be able to pour their own drinks when they were thirsty.

Leaders ensure children have good variety and choice of toys and resources that are well maintained and appropriate for children's needs.

## **4. Leadership and Management**

### **Summary**

Leaders ensure staff understand what is expected of them and training is provided to enable them to meet children's individual needs. Policies and procedures are regularly reviewed and updated, ensuring children benefit from a service which is well run and staff who implement procedures effectively. Leaders are committed to continually improving the service they provide.

### **Our findings**

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

Leaders ensure the service complies with regulations and exceeds the National Minimum Standards.

All staff spoken to told us they were confident in their roles and were able to rely on the leaders for support when needed. All required documentation was available. The statement of purpose provides parents with the required information to make an informed decision about the care their child receives. Policies and procedures were informative and regularly reviewed and updated. At the point of registration parents are given the required forms to complete.

Leaders have a clear vision for the service and strives to provide children with positive experiences they will benefit from.

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

Leaders seek feedback about their service from staff, children and parents in order to try to improve their service.

Staff were given opportunities to share their views about the service during staff meetings and were able to discuss their training needs during supervision sessions. Feedback had been gathered from parents by means of a questionnaire. A report evaluating the quality of care had been formed by the responsible individual and person in charge. With actions taken to improve the service and enhance children's well-being.

Leaders ensure they have methods in place to continually improve the service they provide.

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

Leaders ensure staff fulfil their roles effectively and achieve positive outcomes for children.

Staff were deployed effectively during the sessions. A staff rota was displayed on the wall and staff told us of the system where staff members were responsible for certain cleaning and preparation tasks on each day. This enabled at least two members of staff to engage with children, which ensured they were occupied, well supervised and involved in play activities throughout the day.

Staff told us they had a good working relationship with the person in charge and the responsible individual. We saw records of regular meaningful supervision. A new method of supervision has recently been implemented and strives to deliver continuous professional development for all staff with agreed identified learning objectives. All staff said that leaders were supportive and approachable. Evidence of annual appraisals were also seen in staff files.

Staff files and children's files were comprehensive and contained all the information required by the Child Minding and Day Care Regulations (Wales) 2010. Children's emergency contact numbers had been recorded in the daily register for easy access in the event of an emergency.

Contingency plans were in place to cover staff absences. We saw this first hand as on the day of our visit the Flying Start Childcare Officer was present to cover staff absence, ensuring the service still ran smoothly.

Leaders ensure they manage, support and deploy staff effectively in order to enhance the experiences of children.

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

Leaders and staff work in partnership with parents and keep them well informed about what their child will be learning day to day.

Leaders place high importance on ensuring parents are provided with the required information about their child's well being and also inform them what will be happening at the service. Prior to a child starting to attend parents are invited to also attend for a session with their child and can return on another occasion if they want to. The service works closely with other flying start interventions, such as the health visitor and the effective team working contributes ensuring improved outcomes for children.

Parents receive regular updates on how their children are progressing. A termly report is completed by a child's key worker, this documents contains photos and records of what the child has achieved. Consideration has been given to introducing a parents evening, but leaders and staff are currently evaluating what parents would prefer and what would be most valued.

Parents told us they are happy with the service, their children were happy and they felt comfortable talking to the staff. Parents are regularly invited to events, for example they

had enjoyed a 'beach party' at the service to welcome parents to the service and promote a positive relationship.

Leaders place high importance on working in partnership with parents and strive to ensure they are involved in how the service operates and are aware of the progress their children are making.

Leaders ensure they work closely with parents and that information is shared effectively.

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

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

None

### **5.2 Recommendations for improvement**

- Children to have free movement between inside and outside play areas;
- 'helper of the day' to be nominated to help with adult tasks;
- staff to ensure they always log the time they leave;
- introduce more household items for children to explore and learn about the world around them and
- continue to ensure everyone is aware of their responsibilities in relation to ensuring unauthorised access to the building.

## 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 the 9 March 2018 from 9:00am until 12:00pm

We:

- inspected a sample of documentation and policies;
- observed care practices and completed observations to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children, staff, person in charge and one parent and left questionnaires for staff and parents;
- we looked at the areas used by children and resources on the day of our inspection and
- we gave detailed feedback to the person in charge over the phone of what we found and what needed to be addressed.

Further information about what we do can be found on our website [www.cssiw.org.uk](http://www.cssiw.org.uk)



## About the service

Type of care provided	Childrens Day Care Sessional Day Care
Responsible Individual	Bethan Jones
Person in charge	Sian Jones Rebecca Heneghan
Registered maximum number of places	24
Age range of children	2 – 3 year olds
Opening hours	09:00am – 11:30am Monday to Friday, during school term time only.
Operating Language of the service	Welsh
Date of previous CSSIW inspection	6 November 2014
Dates of this inspection visit(s)	9 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?	This is a service that 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:	