



Childcare Inspection Report on

Dwylo Da

**Heol Buddug
Penygroes
Caernarfon
LL54 6HD**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Dwylo Da Cyf is registered to provide care for a maximum of 23 children under the age of 12 years with care offered to children from the age of 3 months to full time education. The service opens week days from 08.00 – 18.00 hours, bank holidays excepted. The premises are located in the village of Penygroes, Gwynedd.

The service is registered as a company with the management board having nominated Ann Thomas as the responsible individual. Catherine Ann Eastwood is the person in charge of the service on a daily basis. The service's team leader, Lindsey Jones was the person in charge on the day of inspection. The service provides the Welsh language 'Active Offer'.

Summary of our findings

1. Overall assessment

Children feel safe and happy and enjoy their time at the service. They are confident and familiar with the daily routine and formed positive relationships with their friends and staff. Staff have warm and caring relationships with the children and provide a variety of play opportunities to promote their all round development. Leaders ensure the environment is safe and resources promote children's play and learning. Leaders have a clear vision and established a staff team who have clear roles and responsibilities. Leaders promote good relationships with parents and the wider community. However, improvement is needed in two areas to fully meet with regulations, positive practice recommendations have also been made.

2. Improvements

Since the last inspection many improvements have been made to benefit children which include new resources being purchased; maintenance of the building and staff attending training and courses.

Since this inspection, the person in charge has told us items which could pose a hazard to children in the nappy change area have now been removed out of reach; staff have been asked to detail accidents and documentation missing off staff files is being actioned.

3. Requirements and recommendations

We found the service was not compliant with The Child Minding and Day Care (Wales) Regulations 2010 in relation to completed staff files being in place and the responsible individual needing to renew her Disclosure and Barring Service certificate. We have not issued non-compliance notices on this occasion as there was no significant impact or risk to children. We expect the responsible individual to take action to rectify these.

Recommendations were made in order to improve practices in relation to care and development and leadership and management.

1. Well-being

Summary

Children feel safe and happy and enjoy their time at the service. They are confident and familiar with the daily routine and have formed positive relationships with their friends and staff. Children make choices, enjoy their play and learning and are developing their self help skills well.

Our findings

1.1 To what extent do children have a voice?

Children have a strong voice and they are listened to.

Children had plenty of opportunities to choose what they wanted to do and with whom they wanted to play. They had easy access to their choice of toys and resources. For example, two young children chose to draw together whilst a friend played a musical instrument. Children were heard having detailed conversations with staff, in their home language of Welsh. They talked about what they wanted to do or related a story about their family with staff listening intently to what was said and answering any questions.

Children speak up confidently and their choices are respected.

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

Children feel safe and valued and are forming bonds of affection with each other and staff.

Children felt secure and relaxed as they understood the daily routine and were content. They knew what they had to say was important and valued as staff responded positively to their requests. For example, a child pointed to the sun shining through a window as it was disturbing his play. The blind was quickly pulled down, enabling the child to happily carry on. Children were forming positive friendships with each other and staff. For example, they played and made up an imaginary game together with children who felt a little insecure sitting on a staff member's knee for comfort. Children felt at home, their craft work creations were displayed and those with older or younger siblings were excited to see each other during the day.

Children consistently feel secure and they are happy.

1.3 How well do children interact?

Children interact very well with each other and staff.

Children cooperated with each other and understood the rules of behaviour, such as sharing items of play and being kind to each other. They listened to instruction and when asked, they helped a staff member look for a particular book to read at story time. Two younger children smiled at each other as they played a ball game together with older

children all saying they felt 'happy' after singing a song about 'Mr Hapus' (Mr Happy). Children were becoming sensitive to the emotions of others, with a child helping a friend by finding and giving his friend a jigsaw piece to complete the puzzle, both children feeling good about their achievements.

Children are kind and respectful and are learning how to co-operate positively.

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

Children enjoy their play and learning experiences.

Children participated in a range of activities and enjoyed playing on their own, in groups and alongside staff. Pre-school children decided they all wanted to sit next to a staff member to play with different coloured miniature vehicles and animal figures. Some smiled when they held up a figure and recognised and named the colour, whilst others liked matching different figures to the same colour and proudly lining them up. A younger child had fun building a tall tower which grew to be taller than the child, who then had to be lifted up to place the last block on top. Children engaged well during story time and joined in with the story line; they particularly liked roaring like dinosaurs. We heard how children learned about their wider community such as visiting the local library and a recently opened soft play area.

Children engage well in play-based activities and show an interest in what they do.

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

Children develop, learn and are becoming independent.

Children were learning to do things for themselves, such as washing their hands and faces after lunch and taking off their shoes before they went to sleep. Their linguistic skills were developing through the many conversations they had with each other, staff and us. Children were learning about good physical health by eating freshly prepared and nutritious meals and having opportunities to play or go for walks in the fresh air. Children's confidence developed well through taking turns as 'helpwr heddiw' (today's helper), with the child in this role during our visit successfully undertaking his daily duties. Children had learned about gardening and grown different fruit and vegetables during the warmer months.

Children have a range of interesting experiences which promote their all round development.

2. Care and Development

Summary

Overall, staff understand and follow the service's policies in keeping children safe and healthy. They have warm and caring relationships with the children and provide age appropriate play opportunities to promote their development. They know the children well and meet their individual needs.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff generally keep children safe and healthy but could consider providing children with an alternative to diluted sugar free squash drinks.

We spoke to one staff member about keeping children safe in relation to safeguarding, who stated they would refer such a concern to the person in charge of the service. However, this did not follow the procedure noted in the safeguarding policy. Staff recorded accidents, incidents and medication with parents signing to acknowledge being informed. However, some accident records could do with more detail about the specific injury and include a reference to staff contacting parents should their child sustain a head injury. Sufficient numbers of staff held current Paediatric First Aid certificates and could manage minor injuries as required.

Staff promoted healthy practices most of the time with fresh meals prepared daily and children being offered a choice of water, milk or diluted sugar free squash to drink. Staff followed current guidance on managing infection as they told us their procedure for changing nappies, which reflected best practice. The service had been awarded a Food Hygiene Rating of 5 (Very Good) in July 2018 showing staff responsible for food handling and preparation did so to a high standard.

Staff could make some improvements to further promote keeping children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff manage interactions very well.

Staff followed the service's behaviour management policy and modelled positive behaviour well. There was no confusion in the way they managed behaviour as they were consistent in their approach, making sure they spoke to children at their level and in a language children understood. Staff had devised positive strategies to promote acceptable interactions which worked well. For example, each child was told they had sat nicely and

listened to a story which is why they were able to choose a reward sticker. Staff were heard encouraging children to share and praised them when they were kind to a friend or helped tidy up. Staff were gentle in their approach and showed warmth and affection towards the children which was reflected in the way children behaved towards each other and staff.

Staff successfully promote positive behaviour by being good role models and showing kindness and respect towards the children.

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

Staff know the children well and plan suitable activities which enable them to develop.

Through discussion with staff we found they were familiar with the needs and stages of development of the children in their care, and based children's learning from the time they started. This was possible through discussion with parents as well as written information provided by parents when their child started. Staff tracked all of the children's progress but did not always record how they used their observations to plan for each child's future play and learning. In doing so, staff would be able to evidence how they incorporated children's progress within the activity plans. Staff engaged well with children, such as sitting at their level to talk about what they were doing and extending children's language. Staff knew the children well and told us exactly where each child preferred to sleep. This was seen in practice as one child fell asleep in seconds after being put in a baby rocker. Staff were happy, confident and relaxed and worked well as a team.

Staff are competent; they promote children's development and meet children's individual needs.

3. Environment

Summary

Leaders ensure children are cared for in a safe, secure and child centred environment. They make sure resources suit the children's ages and are clean and of good quality.

Our findings

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

Leaders ensure the environment is safe.

There was a secure system to restrict access to the service; the main door was locked and the outdoor area was enclosed, meaning leaders ensured no unauthorised persons could access the premises. Leaders maintained written risk assessments both for the premises and when children were taken on walks or outings. Leaders ensured children could exit the premises safely through making sure fire drills were conducted regularly. Should children need to exit through the locked outdoor wooden gate, the key to open it was quickly available. Leaders reviewed accidents and incidents to make sure these were monitored and to determine whether they needed to address any matters arising.

Leaders have established effective procedures to keep children safe at the service and in the community.

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

Leaders provide a comfortable environment where children develop and grow.

Leaders made the most of the indoor environment to enable children sufficient space to enjoy their activities. For example, tables were set out for older children to enjoy group activities whilst babies had their own space where they could practice their physical skills, such as walking and crawling. Storage boxes were labelled and some resources were set out to promote children's independence. The outdoor enclosed area provided opportunities to learn through play, such as riding bikes, gardening and outdoor games. Toilets, nappy change and hand washing basins were located near to the children's playroom showing leaders made sure they could be accessed easily when required. Leaders provided a designated sleep room for babies should they prefer to sleep in a cot and low level beds were set out in the playroom should older children need a rest. The environment was light, brightly decorated and children's work displayed made the environment welcoming to them

Leaders ensure the environment provides a suitable range of play opportunities for the ages of children attending.

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

Leaders provide resources suiting the children's ages and stages of development.

Leaders ensured children had access to a variety of suitable resources and equipment. These were seen to be clean, in good repair and suited the children's ages and stages of development. Leaders made sure resources promoted children's learning with reading material attractively displayed for older children whilst the younger ones could sit and choose from the many toys set out around them and within their reach. Child sized tables and chairs meant children could participate in table top activities and sit together at snack / lunch time. Leaders ensured resources encouraged children to develop their creative skills, for example children had made and painted a small papier mâché mountain used for their toy animals to explore. Younger children had made colourful designs made from their painted hand prints which were displayed on their playroom wall.

Leaders ensure resources are developmentally suitable and of good quality

4. Leadership and Management

Summary

Leaders have a clear vision and are committed to monitoring and improving the service. There are effective partnerships in place with parents and the local community. Leaders have established a staff team who have clear roles and responsibilities. However, some improvement is needed in fully meeting with regulations in relation to staff files and the responsible individual renewing her Disclosure and Barring Service clearance (DBS).

Our findings

4.1 How effective is leadership?

Leaders understand their roles in managing the service.

Leaders ensured the service's statement of purpose was accurate and provided parents with the information they needed in order to decide whether the service met their and their child's needs. Leaders communicated their vision for the service well through holding quarterly management board meetings during the year, where matters arising could be addressed. Leaders also made sure staff were invited to attend staff meetings so they could be kept abreast of any potential changes as well as to discuss issues they felt needed to be shared. Leaders encouraged staff to attend training and courses, for the benefit of children. Leaders had celebrated the service's 20th 'birthday' of opening from 1997 – 2017, confirming in their quality of care report their aim for the future was to continue to offer a high quality day care service at a reliable and fair price. Leaders had completed their Self Assessment of Service Statement (SASS) and the accompanying information required by us showing they were compliant with what was expected of them. However, the child protection policy needed some added information to include the different signs of abuse and a contact telephone number to refer any concerns to the local authority's safeguarding children team. Leaders ensured all staff employed spoke Welsh with all paperwork available to parents in Welsh also, meaning they fully provided the Welsh language 'Active Offer'.

Leaders have sound procedures in place in order to manage and oversee their service.

4.2 How effective is self evaluation and planning for improvement?

Leaders make positive changes in order to move the service forward.

We found leaders had completed a detailed annual quality of care review which included feedback from parents, children, staff and improvements made to date and those planned for the future. Parents complimented the service, for example being 'Welsh', 'a small nursery' and the 'fresh and homely food'. Children's views were considered from their verbal responses to what they liked or disliked. Leaders could consider formally recording children's views and including their responses within the quality of care report and noting

how any matters arising, if any, had been addressed. An example of an improvement made which staff had brought up was the possibility of the service providing transport for children going to or being collected from school. Leaders had successfully addressed this matter with nominated staff now responsible for transport to and from local schools with the service providing new child car seats. Leaders had made many improvements at the service in the last 12 months, which included purchasing more toys and equipment for the children, decorating the service and fitting new blinds on windows. The person in charge during our visit told us there were plans in place to develop the outdoor area and implementing individual pictorial progress books for older children.

Leaders have established strong processes in order to monitor and improve the service.

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

Leaders are organised in the management of the service but improvement is needed in making sure all staff files comply with regulations and the responsible individual renews her DBS every three years.

Staff told us they were supported by leaders and knew they could approach them if they needed guidance or had a concern. Leaders ensured staff received annual appraisal and, informal meetings with individual staff members were undertaken regularly during the year. We asked leaders to record these so they could evidence how they addressed practice issues or concerns regularly during the year. We examined three staff files which did not fully comply with regulation as several documents were missing. However, we were assured this matter will be addressed without delay. The responsible individual was informed of the need to complete a DBS clearance as it had expired. Leaders informed us of staff changes and made sure, in the absence of the person in charge, the staff member responsible for the service was qualified, experienced and competent in this role. Leaders ensured the staff team worked well together and children were supervised appropriately as was seen at inspection with staffing ratios sufficient.

Leaders ensure staff are effectively deployed and have established successful procedures to cover staff absence.

4.4 How effective are partnerships?

Leaders have positive partnerships with parents and the community.

Leaders kept parents informed about their child's time at the service, both verbally and through written daily accounts. Parents shared information about their child before their child started so leaders could share each child's daily routine, preferences and needs with the staff team. Leaders had established positive relationships with local schools as staff collected children from or took them to school, where information could be shared as needed. Children were often taken on walks and outings which are good opportunities for them to socialise, learn more about the world around them and to feel valued and a part of their community.

Leaders have established effective partnerships which promote positive outcomes for children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

Non compliances noted in the last inspection have been successfully completed.

5.2 Areas of non compliance identified at this inspection

We informed the person in charge the service was not compliant with the following regulations of The Child Minding and Day Care (Wales) Regulations 2010. These did not impact on the children's well-being however they must be addressed;

Regulation 6 (3) (ii)(aa) of The Child Minding and Day Care (Wales) Regulations 2010 - the responsible individual must provide the Welsh Ministers with an enhanced criminal record certificate.

Regulation 28 of The Child Minding and Day Care (Wales) Regulations 2010 – the responsible individual must not employ a staff member to look after children unless that person is suitable. Documentation missing on the three staff files examined needs to be addressed.

5.3 Recommendations for improvement

To consider;

- Recording conversations with parents when staff inform them of their child sustaining a head injury;
- keeping written accounts of each staff member's individual supervision;
- revising the child protection policy to include the telephone number for contacting the local authority's safeguarding children team and the different signs of abuse and for staff to read and understand the policy;
- staff recording their observations to show how they plan for each child's future play and learning, and
- keeping a more detailed account of children's views within the quality of care report.

6. How we undertook this inspection

This inspection was undertaken as part of our normal schedule of inspections. One inspector undertook an unannounced visit on 02 November 2018 from 10.18 – 13.55 hours.

- We inspected a sample of documentation and policies, these included the statement of purpose, risk assessments, child protection and behaviour management policies ;
- we looked at the areas used by children and the resources on the day of our inspection;
- we observed children and the care they received;
- we spoke to staff and the children, and
- provided the person in charge with detailed feedback of our findings by telephone on 08 November 2018. This was with permission from the responsible individual.

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

7.About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Ann Thomas
Person in charge	Catherine Ann Eastwood
Registered maximum number of places	23
Age range of children	3 months to full time education
Opening hours	Monday – Friday; 08.00 – 18.00 hours
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	01 September 2016
Dates of this inspection visit	02 November 2018
Is this a Flying Start service?	No
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 is a service providing 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:	