



# Childcare Inspection Report on

**Holywell Child Care Ltd**

**Old Bagillt Road  
Bootend  
Holywell  
CH6 6JB**



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## **Description of the service**

The service is part of a range of child care services offered by Holywell Child Care Ltd. They have nominated Debra Ratcliffe as responsible individual and Catherine Hurst as the person in charge and responsible for the day to day running of the service. The service is open Monday to Friday 7:30 - 18:00, closing for Christmas and Bank holidays. Care is available for up to 45 children aged up to 12 years. Funded places are offered for two to three year olds as part of the Flying Start Initiative and for children aged three to Four as part of Early Entitlement. The service is also inspected by Estyn.

English is the main language. This is a service that does not provide the Welsh Language 'Active Offer'.

## **Summary of our findings**

### **1. Overall assessment**

Children's views and ideas are listened to and considered. They are happy and feel safe playing and learning alongside other children and staff who they have developed a positive relationship with. Staff are caring and supportive. They provide effective care as they know the children well and understand and cater for their needs. The environment is well maintained and equipped with suitable resources and equipment. Leadership is effective and positive partnerships are created with parents and the local community.

### **2. Improvements**

Since the last inspection the service has;

- made improvements to the outdoor area by providing a canvas shelter which allows children to use the area in all weathers;
- improved the layout of the upstairs. A new office area has been created which has allowed another room for the children to access. This has given the children more space and opportunities;
- the service has been decorated in light colours throughout which has created a warm and calm atmosphere, and
- a new up to date CCTV system has been put in throughout the service.

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

We made recommendations relating to the complaints policy and ensuring staff supervision and appraisals are consistent.

# **1. Well-being**

## **Summary**

Children can confidently express themselves knowing they will be listened and responded to. They feel safe and happy in a relaxed atmosphere in which they enjoy their play and learning. Children are confident to try things for themselves which allows them to develop their independence.

## **Our findings**

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

Children express themselves using a range of strategies.

Children had free choices in all the rooms of the service. Children were choosing what they wanted to play and take part in. Children were communicating with others, expressing their needs and wishes and staff effectively responded. Babies who communicated through non verbal cues were using a range of strategies to express themselves and make themselves understood. These included pointing and trying to talk. For example, a baby was pointing at their bottle, expressing that they wanted a drink. Staff responded to this and gave the child a drink of water. During lunch and snack times children were heard requesting more food, which they were provided with.

Children are listened to, have a voice and are responded to effectively.

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

Children are settled and arrive happy.

Children arriving were seen to be happy and excited to be joining their friends. They knew the routines which helped them feel safe and understand what they needed to do. For example, children in Pre School knew they needed to line up and carefully follow each other down the stairs when they were going outside. Children had formed relationships with staff that allowed them to feel supported and valued as their needs and requests were considered. Children were seen requesting and receiving lots of cuddles and sitting on the knees of staff whilst they had a story.

Children felt safe, happy and valued with caring and supportive staff.

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

Children respect each other and learn to cooperate.

Children made friendships and actively found other children to play with. There were lots of positive interactions and communication amongst the children and with the staff. For example, a child was in the construction area. Another child came to play and asked "can I help you?" They played nicely together, building a tower with the bricks. Children interacted with us and were happy to invite us into their play. Children were polite and well mannered,

saying please and thank you during snack and lunch time, only having to be reminded a few times by staff. Children respected resources and were beginning to understand sharing and cooperation. For example, when the children were playing with the musical instruments one child had two. After staff explained to them that another child did not have one they were happy to share.

Children positively interact and understand the needs of others.

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

Children are busy and enjoy taking part in activities they choose or one that is adult led.

Children were confidently exploring the environment choosing to play in one of the areas. For example, children in toddlers were enjoying playing with the magnetic blocks. They built towers and were keen to show staff and us what they had done. Another child was fascinated when looking through different coloured transparent shapes. They laughed as everything in the room changed colour. Children of all ages were able to focus on an activity or task for an appropriate amount of time. For example, a child was concentrating on a spinning top toy. They were trying to get it to work and understand how it went round. A group of children focused on completing a jigsaw alongside a member of staff.

Children enjoy learning through play.

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

Children are supported and feel confident to try and be independent.

Children were able to access their belongings such as, getting their coats they needed to go outside. They could access resources and facilities including toilets, independently. Children were attempting to feed themselves and were learning to use the cutlery provided effectively. Children were able to develop a range of skills as they felt able to try things for themselves. For example, a young child sat and tried turning the pages in a book. They attempted several times to look at each page and persevered until the book was finished.

Children effectively learn a range of skills through the play and learning opportunities.

## **2. Care and Development**

### **Summary**

Staff implement effective policies and procedures that ensure children are kept safe and healthy. They are consistent in their approach to managing behaviour and model positive interactions. Staff have an effective process in place to track children's development and plan suitable opportunities for them to play and develop a range of skills.

### **Our findings**

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

Staff follow effective policies and procedures.

Staff had up to date safeguarding training and a flow chart included as part of the safeguarding policy ensured staff knew the process to follow should they have concerns. Staff kept registers of children to ensure everyone could be accounted for in an emergency. Staff implemented positive practices related to keeping children healthy. For example, nutritious snacks were provided and effective cleaning routines were in place which helped prevent the spread of germs. Displayed in every room was a cleaning routine which staff signed and dated when they had been completed. Some staff had received up to date training in the Tiny Tums initiative and the service had recently been assessed again to ensure it was meeting the criteria for the Healthy and Sustainable Pre Schools programme. This helped staff provide suitable and effective care that promoted good health. Tables were cleaned before they were used for food and staff and children ensured they washed their hands at relevant times including before snack and lunch and after dealing with intimate care. Staff provided children with regular opportunities to be active and go outside. Throughout our time at the service the children were frequently seen playing outside even when it was raining as they had some shelter to protect them.

Staff are effective in keeping children safe and keep updated with new initiatives.

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

Staff model positive interactions.

Staff were consistent in their approach to managing interactions. The minor incidents we saw were all dealt with by the staff using positive language or distraction. For example, when a child wanted a toy another child was playing with a member of staff intervened and showed the child another toy they thought they would be interested in. This defused the situation quickly and without disrupting others. Staff were heard constantly talking and chatting with the children ensuring they had a sociable experience and understood what was going on. For example, we saw several staff changing nappies. They spoke kindly to the child explaining what they were doing and what they wanted the child to do.

Staff manage interactions well and communicate effectively with the children.

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

Staff plan suitable activities and opportunities for the children.

Staff used their knowledge and observations of the children to keep individual records of children's development. These included targets that were considered during planning and when staff were interacting with the children. For example, in the baby room one of the children's next steps was to practice walking unaided. Staff were seen encouraging and supporting the child to be able to do this. Plans were in place for opportunities for children to take part in adult led focused activities as well as them providing a range of resources that helped inspire the children to play and learn. Staff were provided with information from parents that ensured they could provide effective care and individual needs could be met. Parents completed forms that explained the child's medical and dietary needs and set out their likes, dislikes and routines, which staff followed. For example, a child was training to use the toilet. Staff used lots of praise and encouragement to ensure the child felt comfortable to meet their target.

Staff effectively plan opportunities and use individual child's development needs to plan suitable activities that promote their play and learning.

### **3. Environment**

#### **Summary**

The environment is safe and secure and leaders ensure regular checks are completed so risks are managed effectively. The environment provides a suitable place for children to play and learn with good quality equipment and resources.

#### **Our findings**

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

The environment is safe.

Leaders ensured no unauthorised access was possible and children were unable to leave unsupervised. The front door was kept locked and anyone entering and exiting was controlled by staff. Visitors signed upon arrival and departure ensuring it was known who was on the premises. Risk assessments and daily checks were completed. This evidenced staff and leaders knew how to identify and manage risks effectively. Many items were in place to ensure children were kept safe. These included safety gates on the stairs and finger guards on the doors.

Leaders ensure effective checks are completed and safety features are implemented to provide children with a safe, secure environment.

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

Leaders make sure all areas accessible to the children are well maintained and spacious enough for children to play and learn.

The environment provided indoor and outdoor areas that gave children the space to play and learn. The availability of different rooms allowed children to be grouped according to their age and stage of development, with extra spaces available for small group work. All areas had recently been redecorated with light colours which helped promote a calm and relaxing atmosphere. The rooms were light, bright and child centred with children's work and photographs on display. The re organisation and introduction of a new office area gave the children another room to use. This made more space for lunch and gave the older children a room they could make their own when attending holiday club. The recent introduction of a canvas shelter made the outdoor area more accessible and allowed it to be set up continuously rather than having to put everything away.

Leaders ensure they provide children with a suitable indoor and outdoor environment.

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

Equipment and resources are checked and cleaned regularly.

The resources and equipment were suitable for the ages of the children. Suitable toys and furniture was available in the rooms. This included child sized chairs, tables and storage which allowed children to be independent. There were some natural resources available including sand, water and wooden blocks, which helped inspire children to play and learn.



There was a cleaning routine and policy in place which ensured toys and equipment were cleaned regularly. This was signed and dated by staff when it had been completed.

Leaders have effective procedures in place that ensure resources and equipment are of a good quality.

## **4. Leadership and Management**

### **Summary**

Leaders manage their service well and use self evaluation to plan and complete improvements. Staff are generally managed well and work together to provide positive care to the children. Partnerships are created that enhance the children's experiences and help their sense of belonging within the community.

### **Our findings**

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

Leaders ensure policies and procedures reflect current practice as they are updated when required.

Leaders had ensured the statement of purpose contained all the required information. This helped parents as they could make an informed decision about the care their child received. Policies and procedures were in place and were seen to be followed by staff, which ensured consistency in practice and care children received. The policies and procedures were dated, evidencing they were reviewed and updated regularly. The complaints policy was sufficient but did not provide parents with a detailed time scale for how and when their concern would be dealt with.

Leaders are effective and manage the service well.

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

Self evaluation is continuous and improvements are made as a result.

Leaders had made several improvements to the service which improved the children's experiences and care they received. For example, a new CCTV system had been put in and a canvas shelter outside allowed children to access the area in bad weather. This evidenced that leaders were continually evaluating the service and making improvements as a result. A quality of care report had been written and showed that parents, children's and staff views had been collected and considered. Leaders also consider advice they receive from outside agencies. For example, they had an improvement plan in place following their most recent Estyn inspection.

Leaders are effective in evaluating the service and care they provide, considering others opinions when making improvements.

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

Staff work well together and have relevant training to support them in their roles.

Leaders had developed an effective team of staff who worked well together, understanding their roles and responsibilities which helped ensure the service ran smoothly. Staff files we

inspected contained all the required information and evidenced that there was an effective recruitment process in place. Staff had received an induction, all relevant checks had been completed and staff evidenced that they had suitable qualifications and experience to allow them to work and care for children. Staff received some supervision and appraisals which allowed information to be shared and training needs identified. We noted that this was not consistent or regular.

Leaders generally manage staff well but consistent supervision and appraisals would ensure staff are fully supported and up to date with the services expectations and procedures.

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

Positive partnerships are formed that benefit the children.

Contact with parents was developed in a variety of ways. The notice board in the reception area, social media and the regular newsletters sent home allowed information to be shared with parents. This included current events and dates they may need to know. Time was also given to allow staff to have discussions with parents upon arrival and departure from the service. Parents were informed about their child's day and activities and parents could share relevant information.

Leaders had partnerships with other outside agencies including Flying Start and local Health visitor. This helped staff provide children with individual care and support they needed. Connections were made with the local community which enhanced the children's experiences. This included visits to a nearby residential home where children completed activities with the residents.

Leaders create effective partnerships with parents to ensure they are kept informed and create links with the community to give children a sense of belonging.

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

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

None

### **5.2 Recommendations for improvement**

We made the following recommendations;

- review the complaints policy to include more information so parents are fully aware of the process to follow should they have a concern, and
- ensure supervision and appraisals are regular and consistent.

## 5. How we undertook this inspection

This was an unannounced full inspection undertaken as part of our normal schedule. One inspector visited the service on 7 November 2018 from 9:40 to 14:30.

We:

- Inspected a range of policies and procedures including, risk assessments, accident and incident records, registers, two staff files and five children's files ;
- observed practice and completed observations using the SOFI2 tool to evidence the children's engagement and the care being provided by staff;
- spoke to the children, the person in charge, the responsible individual and staff;
- spoke to two parents;
- inspected all areas used by the children, and
- gave feedback to the responsible individual, person in charge and a supervisor on the day.

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

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

## 6. About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Debra Ratcliffe
Person in charge	Catherine Hurst
Registered maximum number of places	45
Age range of children	Up to 12 years
Opening hours	7:30 – 18:00 Monday to Friday, closing for Christmas and bank holidays.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	18 October 2016
Dates of this inspection visit(s)	07 November 2018
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 children who use, or intend to use the service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'
Additional Information:	