



Childcare Inspection Report on

Nant Y Parc Flying Start

**Nant Y Parc Primary School
Commercial Street Senghenydd
Caerphilly
CF83 4GY**



Date Inspection Completed

23/01/2020

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Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Description of the service

Caerphilly County Borough Council (CCBC) was registered with Care Inspectorate Wales (CIW) in September 2015 to provide care at Nant y Parc Flying Start Playgroup. The service provides care under the Welsh Government's Flying Start programme for up to 16 children from two to three years of age. It operates from 8.45 - 11.15 and 12.30 - 15.00, Monday to Friday, during term time, in a self-contained unit within the grounds of Nant y Parc Primary School. There are two Responsible Individuals (RIs) who have been nominated by CCBC to have oversight of the service and a Person in Charge (PiC) is employed to manage the service on a day to day basis. English is the main language of the service while Welsh is introduced and supported through daily activities.

Summary

Theme	Rating
<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Adequate

1. Overall assessment

Children are happy and well cared for at the playgroup and take part in stimulating activities both indoors and outdoors. Children relate well with the staff caring for them. The staff team is experienced and well qualified and use their skills and knowledge to plan for and effectively meet the children's individual needs. Children benefit from a warm comfortable environment in a well-resourced playgroup. There are effective systems in place to support staff and manage the service well.

2. Improvements

The recommendations made at the last inspection in relation to policies and risk assessment have been addressed.

3. Requirements and recommendations

We made some recommendations to develop the service and improve outcomes for children. These are referred to in the body of the report and summarised at the end.

1. Well-being Good

Summary

Children's views are valued and they are able to make lots of choices within their activities. Children are made to feel welcome and have formed good relationships with the staff. They are able to develop their self-help skills and undertake activities which build their confidence and self-esteem. Children enjoy a good range of activities indoors and outside.

Our findings

Children have lots of opportunities to make choices and express their views. We observed them choosing toys and activities for themselves, both indoors and outside, such as water play and the mud kitchen, role play, farm animals, wheeled and construction toys. We observed a child telling a member of staff about an elephant and its trunk and saw that all children's attempts at language were encouraged and reinforced by staff. There was an calm but busy atmosphere throughout the session with plenty of free play opportunities and focused activities enabling children to express themselves and develop their language. Children were asked if they had enjoyed their snack and what they had chosen to eat.

Children are settled and confident in their surroundings, enjoying lots of praise and encouragement and close adult attention. Staff were particularly mindful of those who had recently started in the service, providing any additional support as needed, including constant reassuring words such as '*You're fine; you're okay*'. Children receive lots of praise like '*You're all so fantastic at waiting – I'm so happy!*' and all received a sticker for good listening.

Children at the service interact well, comfortably playing alongside each other and on their own, as was appropriate for their individual ages and stages of development. They were learning to share and take turns, sociably chatting to each other at snack time. We observed a child choose a baby doll in the home play area, cuddling and 'shushing' it, while they found a blanket to wrap it in. We observed them all enjoying their circle time, joining in with action rhymes in English and Welsh. They happily contributed their '*Abracadabra!*' to the 'magic tray' activity and were amazed at the appearance and disappearance of items under the cover on the tray.

Children learn skills and develop confidence and independence in a service where staff encourage and support children to do things for themselves. Children were encouraged to put on their wellies and waterproof trousers for outdoor play, and asked to go and find their own coat. A child was offered a tissue and asked "*Can you wipe your nose for me?*" The child placed the tissue in the bin and used the anti-bacterial gel afterwards as part of a familiar routine.

2. Care and Development

Good

Summary

Managers and staff at the service work well together. Children benefit from the experience the staff have and their knowledge and commitment to provide an effective and inclusive service. Staff are skilled, motivated and keen to continue their professional development to enhance children's experiences. They have a good understanding of safeguarding issues, are able to identify children at risk and have the confidence to follow appropriate procedures. They have realistic expectations of children and treat them with warmth and respect. They carry out effective hygiene routines and promote healthy eating.

Our findings

Care is child centred and meets children's individual needs in a cheerful and caring atmosphere. We found a good range of activities, toys and resources that are suitable for the children who attend. This is an English speaking service, where there is emphasis on language development and the Welsh language is promoted throughout the activities. The managers and staff are clear about their roles and responsibilities in keeping children safe and they promote a safe and healthy environment. Staff share responsibility for the learning areas in the play space and activities and work well as individuals and within a team approach. There is a good range of policies and procedures to support and manage a safe child care service. We spoke with members of staff who were clear about what action to take in the event of a safeguarding situation. We found that risk assessments, including fire safety are in place to maintain a safe service. Fire drills sometimes take place with the whole school as well as within the playgroup and drills are logged. Children benefit from a healthy snack at each session, such as fruit and breadsticks with milk or water to drink. All staff have had food hygiene training and we saw posters of helpful prompts to staff in the kitchen area, for example which cloths to use for which purpose. The local authority had awarded a '5' for the service's food safety scoring. Children's dietary requirements are taken into account and children have free access to their own water bottle throughout the session. There is an effective recording system in place for accidents, significant events and pre-existing injuries.

Children enjoy outdoor play at each session as well as focussed activities indoors in line with the Foundation Phase in Wales framework. Staff plan daily, weekly and termly themed activities and use the Foundation Phase Profile handbook to record observations of children's individual development and progress. Additional informal observations take place within daily routines and are shared with children's key workers. These enable staff to track children's progress and plan for their next steps in learning. 'All about me' information is shared with parents and they are kept informed of their child's progress. We saw a display of photos of each child's eye area, which prompted discussion about 'who am I?' The PiC told us that children benefit from the dental van visits and that she hopes to introduce regular teeth cleaning at each session as a target for improvement.

3. Environment

Good

Summary

The RI and managers ensure that children receive care in a safe, secure and child friendly setting. Children are given a good range of resources and experiences that enhance their learning and development both indoors and outside. It is an environment in which children can play and learn and take on appropriate challenges safely where staff minimise risks to children.

Our findings

The RI, PiC and staff take a measured and recorded approach to ensuring the environment is safe. Regular and formal risk and health and safety assessments are carried out and recorded. Additionally, safety checks take place on a daily basis at each session both indoors and outside and maintenance issues are recorded and dealt with. The fire blanket and first aid kit were easily accessible to all staff. Safety maintenance and insurance certificates were in place, although the current insurance certificate was not displayed. It was printed and displayed during the inspection. Records demonstrated that fire and evacuation drills are carried out on a regular basis, although children new to the setting this term had no experience of the procedure. We noted that all areas were clean and free from hazards. Entrance to the child care area is locked and staff were seen to be vigilant about visitors and potential intruders, and the outside play space is suitably fenced. Parents sign their children in and out and visitors are recorded. There are appropriate arrangements in place to maintain confidentiality, including e-safety within the service which is registered with the Information Commissioner's Office (ICO).

The premises are bright and welcoming. Children are cared for in a designated play room and there is good access to toilets, kitchen and the outdoor play space. The clean, hygienically maintained toilet and hand wash facilities are off the play space and are child sized, supporting independence. We were told that children have the choice to follow on from their home practice for toilet training. We saw a good range of accessible resources available that stimulate and interest children and meet the needs of their particular stage of development. Most toys and resources were in reach of children, either in labelled storage units or left out for them to choose from. Children also benefit from experiential, hands-on and sensory activities. Risk taking is facilitated within well managed outdoor play. We saw children climbing the apparatus, chasing each other through the bamboo tunnel and shouting "*Jump, jump, jump*" in a tray of rainwater.

Outdoor play mostly takes place in the area shared by the school. Children use their own designated outdoor space when the shared space is being used by the school children. We were told that this space is due for some attention during coming months.

4. Leadership and Management

Adequate

Summary

Children are cared for in a service that meets the National Minimum Standards for Regulated Child Care (NMS) and relevant regulations. Staff are well qualified, experienced and competent, and there are good systems in place to ensure that required training is maintained. This is an improving service, where practitioners work with other professionals, reflect on their practice and include parents' and children's views in the process.

Our findings

The PiC demonstrates satisfactory leadership skills and there are mostly effective monitoring systems in place. There is a range of well written policies and procedures in place. However, we found that the statement of purpose was not clear in terms of the number of children cared for at any one session and this was revised during the inspection. There is a comprehensive range of additional policies and procedures to support the service, such as the importance of challenging play experiences for children. Parents are given a pack describing the service and leaders ensure all who use and work within the service are clear about roles and responsibilities. Relevant paperwork and records are available.

Staff are offered additional opportunities to enhance the care children receive. These have included training on Autistic Spectrum Disorder, the Curiosity Approach and schema. There are appropriate systems in place to maintain staff capacity in the event of any unplanned staff absence. One to one supervision by the PiC takes place with staff about every six weeks and contributes to their annual appraisals. Staff are competent and told us they feel supported by colleagues and managers and enjoy their work. Staff are responsible for maintaining their own staff files, which contain relevant information. However, we found that although all Disclosure and Barring Service certificates were current, one was not available on the individual file. This was put right during the inspection.

Staff work closely with parents and professionals to ensure the children's needs are met. Discussion with staff showed they know the children and their families well. Additional professional support is provided by regular contact with the Flying Start child care officer and we were told that there are good arrangements in place to help children transition to the school nursery. Children benefit from play sessions together with their parents, such as at the library with the '*We're Going on a Bear Hunt*' story. We spoke to parents who all made positive comments about the care their child receives. These included "*Fine; fantastic. We had fun with messy play at the Stay and Play session*"; "*Brilliant; they have lots of patience*" and "*We can't praise it enough; they follow up on home events and have adapted things to help our child settle.*"

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

In order to develop the service and improve outcomes for children we discussed the following matters:

- ensure staff files are maintained in an organised manner with the spreadsheet showing an overview of all staff qualifications and training kept updated and
- ensure the current insurance certificate is displayed.

6. How we undertook this inspection

This inspection was unannounced and undertaken as part of our normal schedule of inspections. The inspector undertook one visit observing both sessions. We gave feedback of our findings to the person in charge and one of the Responsible Individuals during and at the end of the visit. There were eleven children attending the morning session and nine in the afternoon. Evidence for the report was gathered using the following methodology:

- We looked at the range of paperwork kept about the service, including policies and procedures, risk assessments, staff files, contracts, children's records, accident records and safety certificates;
- we observed the children interacting with the staff and choosing their activities;
- we spoke with the children; and
- we spoke with a Responsible Individual, the PiC, staff and parents about the service.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Helen Morris Sarah Mutch
Person in charge	Claire Smalley Laura Baldwin (deputy)
Registered maximum number of places	16
Age range of children	Two – three years of age
Opening hours	8.45 – 11.15 12.30 – 15.00 Monday to Friday in term time
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	17 November 2016
Date of this inspection visit	23 January 2020
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 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, or intend to use their service. We recommend that the service provider considers Welsh Government's '<i>More Than Just Words follow on strategic guidance for Welsh language in social care</i>'.
Additional Information: None	

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