



# Childcare Inspection Report on

**Cylch Dechrau'n Deg Jesse Hughes**

**Flying Start Jesse Hughes  
Jessie Hughes Centre  
Kingsland  
Holyhead  
LL65 2SY**

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

**This report is also available in Welsh**



**Date Inspection Completed**

11/03/2020

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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

Cylch Meithrin Dechrau'n Deg Jesse Hughes operates from its own dedicated rooms within the Jesse Hughes Youth and Community Centre in Holyhead, Anglesey. The service is registered to care for a maximum of 26 children and care is provided for those aged between 2-3 years old. The service is open from 9:00am - 11:30am and 12:15pm – 2:45pm Monday to Friday during term time. The registered persons are Amanda Taylor and Kim Aston, who is also the person in charge. Both English and Welsh are spoken at the service, depending on each individual child's home language. The service implements the Welsh Language 'Active Offer'.

## Summary

Theme	Rating
<a href="#">Well-being</a>	Good
<a href="#">Care and Development</a>	Good
<a href="#">Environment</a>	Good
<a href="#">Leadership and Management</a>	Good

### 1. Overall assessment

Children are happy and have positive relationships with care staff and each other. Care staff are aware of their responsibilities in respect of keeping children safe and healthy and work hard to help children learn good social skills. They know children well and plan a variety of interesting activities for them. Toys and resources are of good quality and all areas are welcoming and interesting to children. The registered persons ensure all areas are safe and that any risks are managed appropriately. Good relationships have been formed with parents and professionals from the Flying Start scheme and information is shared effectively, ensuring children's needs are met.

### 2. Improvements

The registered persons had acted upon the recommendations made in the previous inspection. For example, children were given time to spend time in the outdoor play area every day and more multicultural and natural resources had been purchased.

During this inspection, the registered person immediately started collecting copies of second forms of identification for the staff files.

### 3. Requirements and recommendations

We made some recommendations relating to opportunities for children to do things for themselves and record keeping.

# 1. Well-being

**Good**

## **Summary**

Children are happy, settled and confident. They feel secure and enjoy playing with their friends. Plenty of activities are on offer so children can learn and develop their skills through play.

## **Our findings**

Children are able to make decisions and choose how they spend their time; they move around the available activities and play areas freely. They are eager and confident to share their ideas, answer questions and chat to staff during circle times as care staff listen to and value what they have to say.

Children are familiar with the activities available and the daily routine, which gives them a sense of security. They settle quickly when they first arrive and are eager to join their friends to play.

Children feel comfortable asking care staff for reassurance or comfort when needed and are eager to show off their artwork as they know they will be praised for their work. Children have started to make friends and chat together, sharing lots of smiles and laughter as they play.

Children listen well and are happy to help with tasks and follow instructions. They play well together and are beginning to make friends, showing awareness of other people's feelings. For example, one child went over to a younger child who was on their first day, took them by the hand and led them to the music area to play. Children are able to share toys and take turns well, for example when sharing the clay and rolling pins and waiting their turn to use the slide.

Children enjoy their play and have fun taking part in the available activities. They concentrate well on tasks and show interest in what they are doing. For example, a group of children enjoyed creating pictures with paint and sponge stamps and had lots of fun experimenting by mixing different coloured paints together and trying out the different stampers.

Children learn to do things for themselves as they are supported and encouraged by care staff. Children are encouraged to dress themselves while playing with the dressing up costumes, put on their own coats, fetch their own cushions for circle time and wash their own hands. However, during snack time children are served their food and would benefit from having more opportunities to help prepare their own snacks.

## 2. Care and Development

Good

### Summary

Care staff successfully follow policies and procedures in order to keep children safe and healthy. They use effective ways of helping the children to share and take turns and know the children well. Staff use innovative methods to plan activities according to children's individual needs and share information effectively with parents in order to ensure children make good progress and develop their skills well.

### Our findings

Care staff understand their roles and follow the correct procedures to ensure children are kept safe and healthy. They have all completed safeguarding training and those we spoke with could tell us the correct procedures to follow if they had a concern about a child. All care staff have also completed training on paediatric first aid. Any accidents or incidents are fully recorded and signed by parents. The registered person told us children practice fire drills at least once every term. However, not all fire drills were recorded.

Care staff promote healthy eating and exercise; they provide healthy snacks and plan opportunities for children to spend time outdoors in the fresh air. They also encourage children to wash their hands as and when they need to and follow appropriate hygiene procedures when handling food. Children are also encouraged to brush their teeth daily, which promotes the importance of dental hygiene.

Care staff have positive relationships with children; they speak affectionately with them and provide comfort and reassurance when children need it. Any arguments or inappropriate behaviour are dealt with positively. For example, when children became more boisterous while playing with the cars, care staff distracted them by asking them '*If you want to make the cars go really fast, why don't you race them here on the mat?*'. The children quickly took their cars over to the mat to start their race. Care staff model turn taking and sharing throughout the day, with plenty of praise given for following instructions and completing activities.

Care staff know the children well and are familiar with their likes and dislikes. They gather plenty of information about children's individual care, personal and medical needs before they begin attending, helping them to plan effectively. A different theme is chosen for the children to follow each term and a wide range of activities are planned in line with this theme. Samples of children's work were available to evidence the progress children made at the service as well as observation notes, photographs and assessments.

### **3. Environment**

**Good**

#### **Summary**

Leaders ensure children are cared for in a safe environment where risks are managed appropriately. Resources are of good quality and all areas are welcoming to children. A wide variety of interesting and exciting play areas allow children to use their imagination and learn about the world around them through their play.

#### **Our findings**

Those who run the service prioritise children's safety and ensure care staff understand and follow procedures. Visitors are asked to sign the visitor's book on arrival, the building and outdoor areas are secure, which ensures no unauthorised persons could access the premises. Leaders have written risk assessments in place, which outline any potential hazards to children's safety and how these are managed. These, however, are not dated to show they are reviewed regularly.

All areas used by children are spacious, colourful and welcoming. The play room is arranged into learning areas, providing children with a range of interesting and exciting activities. Toys and resources are stored at low level so children can access them freely and independently. Furniture such as low level tables and chairs suit the children's ages. Photographs and samples of the children's work are displayed on the notice boards, providing them with a sense of belonging. The outdoor play areas offer plenty of opportunities for children to explore and play to develop their imagination, including a wooden mud kitchen, slide, planting area, ride on toys and loose parts.

Those who run the service provide children with a wide range of toys and resources which are in good condition and are suited to the children's ages and stages of development. They are clean and in a good state of repair with detailed records kept of when they are sterilised and checked. Leaders use natural, sustainable and recycled materials where possible. For example, many of the toys were made from wood, there were a variety of recycled materials for children to explore and natural materials such as leaves, twigs and pine cones were available on the discovery table. Multicultural and Welsh resources are also available to enable children to learn more about the world they live in.

## 4. Leadership and Management

Good

### Summary

### Our findings

Those who run the service ensure care staff are aware of their responsibilities. They share their vision for the service with them effectively and make sure the service's policies and procedures are followed effectively. However, not all policies are reviewed annually to ensure they are up to date. The service's statement of purpose contains all the required information, meaning parents could make an informed decision about whether the service could meet theirs and their child's needs.

Those who run the service are keen to ensure the service was continually developing and improving. We spoke with the registered person about how they reviewed the quality of care. She stated she regularly asked for feedback verbally from parents as well as through sending feedback questionnaires to parents, care staff and other professionals who regularly visited the service. Leaders also sought children's views by talking to them and during daily observations, for example by watching which resources children preferred and those they did not use. We viewed last year's report outlining the review of the service. This included what improvements had been made and those which were planned for the following year in response to the feedback received.

Leaders ensure care staff receive regular training receive support in order to carry out their roles effectively. Staff files are comprehensive and contain most of the required information. Although only one form of identification was kept on the staff files we viewed, two forms of identification had been viewed by the registered person as part of the Disclosure and Barring Service checks, showing safe recruitment checks were in place. The registered person also started to collect second forms of identification immediately. Care staff told us they were able to approach leaders at any time to discuss any issues or their training needs. We saw evidence on the staff files that annual appraisals and regular staff supervision sessions have taken place.

Leaders share information with parents effectively. We saw evidence on file of information gathered from parents detailing children's specific needs, likes and dislikes. Parents told us they had positive relationships with staff, who shared information verbally at the end of each session, through a closed group on social media and through text messages. Leaders also worked closely with professionals from the Flying Start scheme, ensuring children and parents have consistent support from all professionals involved in every aspect of the child's care.



## **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 for leaders to consider:

- R1. providing opportunities for children to help with tasks during snack time to develop their independence;
- R2. keeping accurate records of all fire drills which take place to show these happen at regular intervals;
- R3. noting the date on which risk assessments and policies are reviewed and
- R4. keeping copies of two identity documents on each staff file.

## **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 11 March 2020 between 10:20am and 2:55pm.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children, staff and registered person and three parents;
- looked at the areas used by children and resources on the day of our inspection, and
- gave detailed feedback to the registered person of what we found and what needed to be addressed.

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

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

## 7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Amanda Taylor Kim Aston
Person in charge	Kim Aston
Registered maximum number of places	26
Age range of children	2-3 years
Opening hours	9:00am-11:30am and 12:15pm -2:45pm Monday to Friday during school term.
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	14 February 2017
Dates of this inspection visit	11 March 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 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:	

Date Published 05/08/2020

No noncompliance records found in Open status.