



Childcare Inspection Report on

Ysgol Feithrin Abertridwr

**Ysgol Feithrin Abertridwr
King Street
Abertridwr
Caerphilly
CF83 4BE**



Date Inspection Completed

27/02/2020

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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

Ysgol Feithrin Abertridwr was registered in July 2017 with Care Inspectorate Wales (CIW). Prior to this, the service was registered for many years as a sole trader. It operates from a purpose-built building in Abertridwr, Caerphilly, offering full day care for 19 children aged two to five years, Monday to Friday. They offer wraparound care to local schools and flexible hours of care are available to support working parents. The service also offers places to children funded by Flying Start. The company is a registered charity, run by a voluntary committee. One responsible individual (RI) has been nominated on behalf of the company and is also the person in charge (PiC) on a daily basis. She is supported by a deputy PiC. The service is provided through the medium of Welsh and English.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

Children have very good opportunities for play and learning within a nurturing service. They settle well and are comfortable and at ease within their surroundings. They engage appropriately with other children and staff and make strong connections and friendships. A stable staff team have good knowledge of the children's needs and work closely with parents and other professionals. The environment is well-resourced both inside and outside. The service is effectively managed by an experienced RI/PiC and there is a good ratio of staff to children which ensures that children's needs are consistently well met.

2. Improvements

Recommendations made at the previous inspection have all been met. These include further encouraging independence at snack time, including additional detail in fire drills and staff meeting minutes, and ensuring the most up-to-date information is available to parents and professionals.

3. Requirements and recommendations

We did not identify any non-compliance issues at this inspection. Recommendations are summarised in section 5.2 of this report.

1. Well-being

Good

Summary

Children are consistently encouraged to make choices and express themselves. They are very happy and clearly have fun at the service. They are provided with very good opportunities and experiences to develop a wide range of skills to promote their all-round development. Positive relationships are evident between staff and children, and children's social skills are evolving in line with their age and stage of development.

Our findings

Children are encouraged to make their own decisions about how they spend their time. They are able to choose from a variety of interesting activities. Children's self-expression is encouraged and we observed staff listening to children and showing interest in their conversations. Children have time to respond to questions and receive positive responses, which acknowledges and values their attempts at communication. Children are encouraged to express their opinions and we saw that they contributed to decisions regarding songs and stories.

Children are content, happy and valued. They develop strong attachments with key workers and they are comfortable to approach familiar people when they need help or reassurance. Staff told us that they spend time getting to know the likes and dislikes of new children to help them settle in. Children who are new to the service are provided with the individual close contact needed to feel safe. Other children gain a sense of security from being familiar with the routine of the service and having positive relationships. Children's work and photographs are displayed around the room, which shows them that they are valued and gives them a sense of ownership. We watched children enjoying the busy atmosphere, laughing and running around outside and responding excitedly when staff joined in their games.

Children play well together and are learning to share and co-operate. There were a number of instances when children waited their turn appropriately before using resources and equipment. Children sat happily together during activities and were gently reminded by staff to use good manners. During snack time children waited patiently for their food while they talked about what they were going to eat. Where children were playing alone, they were content, and soon joined by other children in their games. Children seek out staff members for comfort or to celebrate success, and bonds of trust are evident.

Children enjoy the play experiences available to them which maintain their interest and promote their learning. We observed children enjoying various activities. For example, we watched a small group of children role playing 'Café's' with a member of staff, making 'drinks' and 'cakes' for each other. Another group of children happily painted while talking to staff and their friends about what they were doing. Children are able to concentrate on their games and activities together until they are completed and they value the sense of achievement and companionship gained.

Children have good opportunities to develop self-help skills and independence. They are confident to follow their own interests and seek out activities that interest them. Children are

encouraged to do things for themselves, they take pride in doing so and are given time to carry out their chosen activities and discover how things work. We watched a child try to put on and take off their coat and clean their teeth independently after eating. They are able to extend their play because staff are always on hand to provide assistance if needed. We saw children putting on aprons for messy play independently and others needing minimal help. Children's Welsh language skills are developing with the regular use of Welsh alongside English at the service.

2. Care and Development

Good

Summary

The staff group work very well together. Care is responsive and tailored to the individual needs of children. They give very warm and sensitive support and have consistent and realistic expectations of children. Effective systems ensure that safeguarding and the health and safety of children is prioritised.

Our findings

There are robust systems in place to promote the health and safety of children. Information regarding safeguarding is well-organised and effectively monitored to promote children's safety. All staff are trained to follow the safeguarding procedure, which is comprehensive and includes information on the Prevent Duty, a government strategy regarding extremism and radicalisation. All staff have up-to-date paediatric first aid and food hygiene training. Staff promote healthy lifestyles by providing nutritious snacks and we saw staff sitting with children when eating to encourage social interaction and positive role modelling. The Healthy Early Years (HEY) Scheme has been completed, which is a healthy eating initiative to increase awareness of the importance of good nutrition. A copy of the most recent Welsh Government guidelines on food and nutrition is displayed on one of their notice boards for information. Regular opportunities for children to wash hands are embedded into the daily routines and staff ensure that children have regular opportunities for physical activity, such as using ride-on toys or joining in a musical dance activity.

There is a positive behaviour management policy in place and we saw that staff were consistent in their approach and mindful of the age and stage of development of individual children. We observed the staff team managing unwanted behaviour by using calm tones and distracting children, kneeling down to their level as appropriate. There was a calm atmosphere during the inspection and very little intervention was needed. Staff acted as good role models by promoting positive behaviour, giving compliments for successes and attempts. We noticed that children valued the approval of staff and parents we spoke to told us that communication is clear and they praised the way staff work with children. Staff provide nurturing and responsive care and have a good understanding of children's individual needs. Key workers are responsible for promoting children's development by planning and organising play and learning opportunities. A new way of planning has recently been introduced in line with the 'Curiosity Approach'. Regular observations of children feed into this new method and activities are regularly evaluated. Comprehensive reflective journals are also kept for children, although children's work is not always dated. Children are treated with respect by staff and they encourage children to learn about children's differing lives and beliefs by celebrating cultural events such as Chinese New Year and Diwali. We saw many examples of staff members joining in and encouraging children's learning, during activities such as painting, reading and role play. We heard staff

consistently praise children and encourage their independence, such as when using the toilet, pouring their own drinks and clearing their food waste away.

3. Environment

Good

Summary

The service is welcoming and inviting for children. Play areas are well maintained and resources are in good condition. There are plenty of resources to keep children engaged and stimulated, both indoor and outdoor, and risk assessments are in place to help ensure the safety of children.

Our findings

The building is secure and no unauthorised access is allowed. Visitors are asked for identification and to sign a visitors' book. Children are counted going in and out of the garden. The RI/PiC ensures that staff understand their roles in relation to keeping children safe, using methods such as recording children's attendance appropriately and asking parents to sign their children in and out. Good attention is paid to assessing risks within the service, including risks for different activities along with a daily health and safety checklist. However, a written risk assessment for school runs has not yet been developed. Fire safety is prioritised; a comprehensive fire risk assessment was completed on 26 February 2020 by an external company and fire drills are regularly undertaken and recorded as necessary. Fire equipment is also regularly tested and necessary insurance and a gas safety check is in place. The RI/PiC also completes a Premises and Equipment Health and Safety checklist annually. Public Health Wales' Infection Control Audit Tool had been completed and is shortly due for review. Accidents and incidents are recorded and monitored consistently to spot any trends which might occur. The indoor play space is child centred, welcoming and adorned with children's names, photographs and art work, giving it a personalised atmosphere. Children can safely explore most areas and resources to develop their curiosity and creative skills. The indoor space is used flexibly, with child sized tables and chairs used for eating and drinking as well as for activities. The toilets are clean and accessible for children to use independently. There is a small kitchen with limited cooking facilities. There is space for confidential conversations between staff or with parents to take place in the foyer area. Signs and notices on display are bilingual to encourage recognition and use of the Welsh language. Children enjoy regular outdoor play in a garden which is split into three levels. Children are supervised going up and down the steps and the RI/PiC told us that they are hoping to purchase a canopy for the top area to provide additional protection in all weathers. Due to recent high winds, some of the bamboo covering on the garden fences has blown down. The RI/PiC is aware that these need replacing and she told us that this is being arranged. Children have access to a wide range of good quality, developmentally appropriate play and learning resources. Real-life items and recyclable materials are used to promote environmental awareness and some multicultural resources are available. Children sit around low level chairs and tables at meal times. A good range of resources are available, including games, dressing up materials, a dough making station and plenty of creative resources which

the children were seen to enjoy using throughout our visit. Toys are cleaned regularly and anything broken is discarded immediately. Furniture, fixtures and fittings are of a good quality.

4. Leadership and Management

Good

Summary

The service is very well managed, with good attention paid to regulations and national minimum standards. There is a positive culture of continuous professional development and the staff team are well-qualified. Effective partnerships are in place to promote positive outcomes for children.

Our findings

A good range of policies, procedures and tools are in place to support the smooth running of the service. However, care should be taken to ensure that contact details for CIW and the RI are up-to-date and that all documentation is dated. The RI/PiC is experienced in this field and provides good daily support to the staff team, who are all qualified to level three or above. The statement of purpose accurately describes the service and is clear about their aims and what parents can expect when they register their children. Regular staff meetings reinforce strategies and expectations, and continuous professional development is encouraged. For example, all mandatory training is completed, as well as additional training in areas such as autism, developmental journal training and 'schema' training. Staff we spoke with told us they enjoy working at the service and that there is a positive team spirit.

The RI/PiC ensures that a system is in place for self-evaluation which identifies progress and areas needing improvement in the future. The views of children, their parents, staff and other interested parties are regularly sought to help develop the service. It is clear that recommendations from previous CIW inspections are also acted upon to influence overall service delivery. A parent we spoke with told us that their child cannot wait to get there each day and that their key worker asks if they have suggestions regarding their child's targets. Records indicated and staff confirmed that they regularly have opportunity to contribute to planning, ideas and feedback via regular training, supervision and appraisal. Roles and responsibilities are well-defined and staff are effectively deployed. Rotas are in place in relation to tasks such as preparing snack and cleaning. Staff we spoke to had a good knowledge of their role and responsibilities. They work effectively as a team and support one another to ensure that the day runs smoothly. Staff meetings are held regularly and are appropriately documented. Staff told us that they feel supported and that managers are approachable and flexible. An induction procedure is in place and staff files are fully compliant.

There are effective partnerships with parents and other agencies. We spoke with three parents who spoke very highly of the service. They gave us specific examples of positive aspects of the service such as tailoring a settling in period to the needs of their child, their child/ren having fun and that newsletters and the closed social media page aids communication. There is an open-door policy to encourage regular contact, which parents also confirmed. There is regular liaison with other professionals as required, such as Early Years and Flying

Start professionals. A health professional visited the service during our inspection visit, demonstrating beneficial partnerships for children who attend.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None.

5.2 Recommendations for improvement

We discussed the following recommendations with the RI:

- Date children's work consistently;
- replace privacy fencing that has broken in the wind asap;
- document a risk assessment for specific school runs and
- ensure that review dates are noted on all documentation and are updated with current RI details and CIW contact details.

6. How we undertook this inspection

This was a full inspection which was undertaken as part of our normal schedule of inspections. One inspector undertook one unannounced visit to the service for six hours.

We:

- Observed staff practice and interactions with children;
- spoke to the RI/PiC and staff present, some children present and three parents;
- reviewed information held by CIW;
- examined a range of documentation including, policies, procedures, daily records, a sample of children and staff files, and other relevant records maintained at the service;
- undertook a visual inspection of the areas used by children and
- provided verbal feedback at the end of the inspection to the RI/PiC.

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 Full Day Care
Responsible Individual	Helen Brindley
Person in charge	Helen Brindley
Registered maximum number of places	19
Age range of children	2-8 years
Opening hours	7.45-5.15pm Monday to Friday
Operating Language of the service	English and Welsh
Date of previous Care Inspectorate Wales inspection	14 December 2018
Dates of this inspection visit	27 February 2020
Is this a Flying Start service?	The service offers a mixture of privately funded places and Flying Start places
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 is working towards providing an 'Active Offer' of the Welsh language and operates as a bilingual 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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