



Childcare Inspection Report on

Miri Melyd @ Clawdd Offa

**Ysgol Clawdd Offa
Ffordd Clawdd Offa
Prestatyn
LL19 8AZ**



Date Inspection Completed

30/09/2019

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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

Miri Melyd @ Clawdd Offa operates from Ysgol Clawdd Offa in the town of Prestatyn in Denbighshire. The service is registered to provide care for a maximum of 19 children aged 2-4 years. The registered person is Clare Dyche and person in charge is Lucy Roberts. The opening hours are Monday to Friday from 8:45am-3:00 pm (during term time excluding bank holidays) with the options of full day, half day, sessional and foundation phase. The service does not offer the Welsh Government's 'Active Offer' of the Welsh language and operates through English with basic Welsh encouraged. The service offers the Welsh Government's 'child care offer' initiative and provides early education provision which means it is also inspected by Estyn.

Summary

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

1. Overall assessment

Children are active and curious learners and participate in stimulating activities. Staff have a warm and friendly approach to care giving. The indoor environment is child-centred and offers children a variety of opportunities to follow their interests. The outdoor environment is well maintained and encourages children to be creative while developing their physical skills in the fresh air. Leaders are enthusiastic and manage the service effectively.

2. Improvements

This is the first inspection since registration.

3. Requirements and recommendations

We made the following recommendations in relation to accidents / incident records, multiculturalism and diversity.

1. Well-being

Good

Summary

Children are confident communicators and are happy and settled. They approach staff with ease and are familiar with the daily routines which makes them feel secure. Children interact positively with their friends and those caring for them. They participate in stimulating activities and are developing their independence well.

Our findings

Children spoke and expressed themselves well throughout the session and communicated their needs in a variety of different ways. Children greeted staff with a confident 'bore da' (good morning) as they entered the play room and settled quickly into their daily routine; hanging their personal belongings on their coat peg. One child spoke animatedly about their parent having a bad cold while another child made a non-verbal request for a bike which was given to them. During lunch time some children asked for support to open their lunch box and their requests were responded to in a timely manner.

Most children coped well with separation from their parents / carers and felt safe because they were supported during the daily transitions from home to the service positively. For example, when one child became slightly unsettled they responded well to staff's comfort and distraction techniques which lifted their spirits. Children approached staff with ease and were made to feel comfortable as their wishes were taken into consideration. For instance, they were asked if they would like to use the toilet or the potty and were spoken to gently while having their nappy changed. This resulted in children feeling valued.

Children interacted positively and generally used good manners without being prompted. They helped one another to tidy up the construction bricks and shared the soapy sponges in the water tray as they took turns to wash the baby doll and clean the tractor. Children listened carefully to staff when being reminded to be kind to their friends during play. They were building friendships positively and co-operated well while making shapes with a selection of colourful magnetic connectors. Children responded well to being praised with positive language for their achievements and this made them feel good about themselves.

Children experienced stimulating and interesting age appropriate opportunities that promoted their all-round development. For instance, children's curiosity was heightened as they experimented, squeezing a sponge to fill a variety of cylinders with the suds and commented on the volume with interest. Children enjoyed counting how many of their friends wanted school dinners and how many had brought a packed lunch from home. They volunteered to accompany staff to share this information with the school cook enthusiastically.

Children had good opportunities to develop their independence skills enabling them to do things for themselves while exploring their play area freely. For instance, children used their initiative well to help one another to stick a picture they had made on the display area, one child held the picture while their friend tore the cello tape. They were confident to develop their physical skills by climbing up the grassed tunnel and walked across the wooden beam to improve their balancing skills positively.

2. Care and Development

Good

Summary

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They manage interactions fairly and consistently. Staff plan activities well and offer children plenty of opportunities to follow their interests. They are responsive to children's individual needs in a timely manner.

Our findings

Staff understood and implemented the service's policies and procedures successfully. Their arrangements to safeguard children met requirements and gave no cause for concern. Staff had completed and updated their safeguarding and first aid training, which was suitable for the age ranges of children being cared for. Accidents and incidents were consistently recorded but not all of these had been signed by staff and parent. They had undertaken fire drills at appropriate intervals and recorded the outcome suitably. Healthy snacks were provided and drinking water was readily available to keep children hydrated. Staff encouraged children to wash their hands at appropriate times and led a fun tooth brushing activity, developing children's understanding of effective personal hygiene practices well.

Staff created a calm and relaxed environment through their friendly and warm approach to care giving. They managed interactions fairly and consistently and praised children for their efforts through celebrating their achievements enthusiastically.

Staff implemented the principles from the foundation phase curriculum effectively and organised defined learning areas attractively, as a result of this, children made choices and followed their interests positively. They engaged well with children throughout their activities, actively asking them questions to help them develop their learning and understanding of what they were doing. For instance, staff asked a child playing with a tyre filled with soil why it had turned into mud and this led to an interesting discussion about what had happened when soil absorbs rainwater.

Staff spoke basic Welsh throughout the session to help children familiarise with the language well. Photographs of children in activities showed them learning about and celebrating Welsh festivals such as St. David's day and Santes Dwynwen. However, exploring other cultures from around the world and supporting children to learn about diversity and their wider society was underdeveloped.

Staff planned for activities effectively. For instance they threaded the theme of 'Goldilocks and the three bears', into a range of indoor and outdoor activities relating to the story. Staff had drawn teddy bear faces for children to colour in and developed imaginary play by encouraging children to pretend being 'big bear' and 'baby bear' as they walked around the outdoor play area animatedly. Staff led focused activities well to help children to practice using their fine motor skills by opening small packets of porridge oats, placing the contents carefully into a tray and scooping the porridge with a spoon into three different sized bowls.

During outdoor play staff organised an interesting game which involved children to practice their co-ordination and ball skills through using a parachute actively. They encouraged children to practice using their senses while making their own play dough and asked children to measure out the ingredients carefully and mix the sticky mixture with their hands. Staff gave children responsibility to complete certain tasks for themselves such as filling a jug with water and bringing it back carefully to the table. As a result, staff were building children's confidence in doing tasks for themselves positively.

Staff led well organised circle time activities which focused on children's wellbeing successfully. They asked children in Welsh and English how they were feeling and what made them feel that way. This resulted in children becoming more aware of their emotions and developing their language skills to communicate their feelings effectively. Staff were aware of children's individual development and they planned well for the next steps in their learning and regularly reviewed children's progress and kept parents informed accordingly.

3. Environment

Good

Summary

Leaders ensure the environment is safe and secure. The space and facilities meets the needs of children well. Leaders ensure toys and resources are of good quality.

Our findings

Leaders had effective measures in place to ensure staff understood their responsibilities in relation to the safety and welfare of children. The environment was secure and well maintained indoors and outdoors. There was a system in place to manage access into the premises and visitors were recorded. Risk assessments, health and safety checks had been undertaken and reviewed regularly. Leaders had ensured the public liability insurance was current. The environment was clean and staff had undertaken and completed the infection control audit tool.

The layout and design of the environment promoted children's independence enabling them to freely explore their play area to make choices positively. Leaders had ensured children's artwork was attractively displayed and there was a designated area for them to store their personal items which created a sense of belonging. Toilets were clean and hand-washing facilities were easily accessible. The environment was welcoming and child-centred and there was sufficient space and facilities to meet the needs of children.

Leaders organised the environment well, encouraging children to develop their play and curiosity. For example, the nature corner had been decorated with flowers, leaves, different shaped wooden objects and a fish tank to help children learn about living things effectively. There was a wide variety of treasure baskets filled with tactile objects to stimulate children's senses positively. Leaders promoted re-cycling and bins were clearly labelled making sure children could identify where to place their rubbish correctly. Re-cycled commercial goods and packaging were also used for junk modelling encouraging children's imagination and design skills to develop successfully.

Leaders ensured children had access to appropriate sized furniture and toys. Equipment and resources were of good condition and quality. The outdoor area was very well maintained and attractively decorated to enrich children's learning through play. For example, there were plentiful resources to encourage children to develop their physical and fine motor skills, such as, climbing apparatus, a mud kitchen, sand, water and exploration trays, bikes and trikes. There was a well organised comfortable restful corner both indoors and outdoors which enabled children to relax, have a story read to them or chat to their friend.

4. Leadership and Management

Good

Summary

Leaders manage the service effectively and have a clear vision for the future. They have a system to evaluate the service suitably. Leaders manage staff well and undertake robust recruitment processes. They have built positive partnerships with parents and hosting school effectively.

Our findings

Leaders maintained and shared an up to date statement of purpose that provided an accurate picture of what the service offered. Policies and procedures were implemented effectively and regularly reviewed. They had a clear vision for the service and had successfully been awarded a grant to develop an outdoor classroom area. Leaders showed us this was being developed within the forest school area of the hosting school's environment to improve children's understanding about the natural world. Leaders actively promoted health initiatives well and had won the bronze award for the Welsh Government oral health scheme 'Designed to Smile' and were part of the Denbighshire healthy pre-schools programme.

Leaders had a system in place to evaluate the service appropriately. They had collated the views and comments from all those using the service to help them identify what the service did well and what required improving. They had written an evaluative report on the provision for pre-school children and were working towards writing a report to evaluate the review of quality of care for the whole service.

Leaders had ensured staff had a current enhanced criminal record certificate. We inspected two staff files and these contained the relevant information to follow the required safe recruitment practices. Training for staff was suitable for the age ranges of children cared for and was up to date. Leaders' ensured staff were supported in their roles and supervisions and appraisals had been conducted. We inspected three children's individual records and these contained all of the required information.

Leaders are committed and dedicated in building positive partnerships with parents. They organise parent engagement sessions on a termly basis to present their children's work to them and discuss their child's development. Leaders are ensuring children's experiences are enhanced through community involvement such as taking part in local charity fund raising activities and developing new skills such as handling money to buy items in the local shop.

Leaders have also developed the use of social media to keep parents informed about their children's activities and sharing information. For example, informing parents about what themes they will be exploring and announcing the winner of 'Wow Friday' to celebrate children's successes. Leaders have positive partnerships with the hosting school and as a result of this children have opportunities to participate in the school carol concert and have their end of year graduation ceremony in the school hall, all contributing towards enriching children's experiences and improving outcomes positively.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

Leaders should consider:

- Making sure parents sign the accident and incident record for their child and log any methods of communication with parents regarding this and
- develop worthwhile opportunities for children to develop their knowledge about multi-culturalism and diversity.

6. How we undertook this inspection

This was a full-unannounced inspection as part of our schedule of inspections. One inspector visited the service on Monday 30 September 2019 from 8:35 am – 2:55 pm

We:

- Inspected a sample of documentation, policies two staff files and three children's Individual records;
- observed practice and completed observations using the Short Observational Framework for Inspection tool (SOFI2) to capture evidence of children's engagement and the care being provided by staff;
- inspected the areas used, toys and resources and
- spoke with children, staff, the registered person, person in charge and
- provided feedback to the registered person and person in charge.

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
Registered Person	Clare Dyche
Person in charge	Lucy Roberts
Registered maximum number of places	19
Age range of children	2-4 years
Opening hours	Monday to Friday from 8:45am - 3:00 pm (during term time excluding bank holidays) with the options of full day, half day, sessional and foundation phase.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This is the first inspection since registration.
Dates of this inspection visit(s)	30 September 2019
Is this a Flying Start service?	No
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 'More than Just Words' follow on strategic guidance for Welsh language in social care.
Additional Information:	

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