



Childcare Inspection Report on

Caban Cae'r Nant

**Cable Street Community Centre
Cable Street
Connah's Quay
Deeside
CH5 4DZ**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

05/09/2019

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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

Caban Cae'r Nant is registered to care for a maximum of 19 children and operates from Cable Street Community Centre in Deeside. The service cares for children 3-4 years of age and is open from 08.00 – 13.00 Monday to Friday during term time for children who attend Ysgol Cae'r Nant. Nicola Kilpatrick is the responsible individual. English is the language of the service with Welsh promoted. The service does not provide the Welsh language 'Active Offer'.

Summary

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

1. Overall assessment

Children are cared for exceedingly well at this service and they have a strong voice and enjoy the stimulating activities. They flourish, grow in confidence and develop successfully. Children are cared for by experienced, capable and dedicated practitioners who provide stimulating activities for them and give their safety high priority. The environment is child friendly, safe and well set out with plenty of toys and equipment to develop skills effectively. Leaders are forward thinking and have a clear vision of the service and this ensures an excellent level of care for children by a committed team of practitioners. There are successful and strong partnerships with parents, the school and in particular elderly members of the local community, which ensure consistently positive outcomes for the children.

2. Improvements

Since registration the following improvements have been made;

- the décor of the main hall has been re painted to create a lighter atmosphere;
- activities have been kept fresh for children as leaders have purchased more equipment;
- children are able to express that they are unhappy using a Worry Box;
- children are learning about road safety as they use the Walking Bus and

- leaders have created positive relationships with elderly neighbours, which helps children to practice acts of kindness and fosters respect for others.

Since the inspection details have been added to the written risk assessments to reflect the high priority given to children's safety.

3. Requirements and recommendations

We made one recommendation in relation to record keeping.

1. Well-being

Excellent

Summary

Children have a strong voice, express themselves well and make choices confidently. They thrive and flourish because they feel secure, respected and valued. They are successfully beginning to learn valuable social skills, including respect for the elderly. Children are active and curious learners and enjoy a variety of stimulating experiences at this service. They are learning considerable skills, and as a result are developing well and becoming independent.

Our findings

Children were listened to and their choices respected, for example, a child wanted to make a pizza and was shown the implements in the home corner. Many areas and activities were set out for children and they played with toy dinosaurs, magnetic numbers, drew pictures and played in the home corner. Children expressed themselves well, for example, they asked to draw and told us how to walk using the Walking Bus. Children had been consulted about areas to create outside and we saw photos of a car track, drainpipe riverboats, stepping-stones and shelters, which the children had suggested. A Worry Box enabled children to express if they were unhappy. A practitioner gave an example of a child who had put their name badge in the Worry Box and practitioners were able to put their mind at ease. Children were beginning to use smiley face paddles at circle time to express their mood.

Children felt safe, happy and valued. They coped well with separation from their parents and settled well and showed contentment, for example interacting well when they were read a story about the Stick Man. They were happy to confidently explore their surroundings, related well to the practitioners and knew them by name even though it was early in the academic year. They were forming friendships with each other and their elderly friends on the Walking Bus as they waved to them.

Children interacted well with each other and the practitioners. Children were learning to share with help and encouragement, for example taking turns with items in the home corner. Children showed delight to co-operate with the practitioners as they went outside to collect sticks. Children were beginning to understand the needs of others, for example, we saw photos of children interacting with older neighbours and inviting them in for a concert and they sang happy birthday to them whilst on the walking bus. Children were resilient as we observed a child who stumbled didn't cry and knew practitioners were close by who picked him up. Children knew the rules of the service as it was modelled to them what would happen if they ran around. A child said that they shouldn't run around as they might hurt someone else.

Children were active and curious learners and enjoyed a variety of experiences. They were engaged and motivated in their play and learning. Children happily chose to play with their favourite items such as dinosaurs. Children enjoyed adult led activities including a well told story and learning Welsh words. Children concentrated for lengthening periods as we observed them spending a long time playing with Ticw the Welsh bear and putting him to bed. Children had a positive attitude to a new experience as a practitioner showed them a crane fly and learned its name.

Children had a good variety of experiences including freely chosen and self-directed play, which enabled them to develop skills to be independent. They were learning how to go to the toilet, wash hands, put on coats and pour their own drinks. They helped themselves to toys and resources from the areas of play. Children were learning road safety as they used the walking bus, holding on to the tape and were given simple instructions. They were learning to wait on the pavement before they crossed the road and to use a pelican crossing.

2. Care and Development

Excellent

Summary

Skilful practitioners create a caring and secure atmosphere and consistently keep children safe and healthy successfully by implementing agreed policies and procedures. They manage interactions exceedingly well, being good role models and using positive and innovative strategies. Professional and committed practitioners promote children's learning through play, providing stimulating activities and meet children's individual needs.

Our findings

Practitioners created a happy atmosphere, and understood and implemented policies and procedures for the service to keep children safe and healthy. They had completed safeguarding training and contact numbers for the relevant agencies were readily available. All practitioners had current first aid qualifications and accident forms showed incidents were dealt with appropriately and parents or teachers were informed and signed accident records. A daily Comments Book with written information was taken with the children to the school to ensure teachers were aware of any information from parents. Practitioners kept tables and floors clean as the children progressed from one activity to another. They ensured children enjoyed the benefits of playing outside daily. Records of regular fire drills and discussions evidenced that practitioners and children know how to evacuate the premises safely. Practitioners kept children safe on the way to school using the Walking Bus and an extra practitioner accompanied the children to ensure their safety.

Practitioners managed children's interactions successfully, using innovative strategies, helping the children to co-operate and learn social skills. They engaged well with small groups and individual children, for example playing with them and they ate snack and lunch with the children, making them social occasions. Practitioners were good role models and acted out how they might get hurt if they run around. Children themselves explained why they shouldn't run, which was a delight to see how readily they had learnt. Practitioners praised and celebrated good behaviour such as walking well, for listening, for sharing and for eating nicely. Practitioners ensured that children understood the rules, which had been formulated with the children's help and were on display. Also on display was a heart chart with adhesive notes noting acts of kindness which individual children had displayed. Children had been rewarded with a disco when the chart was full.

Capable and skilful practitioners promoted children's learning through providing a rich play environment and they met individual needs, as they knew the children well. They provided a nurturing and caring atmosphere and gave responsive care, as they knew extensive details about the children, which had been shared by the parents both verbally and in registration forms, such as knowledge of children's allergies. Practitioners promoted the development of children by planning and providing a wealth of stimulating play and learning experiences, such as bug hunts, baking, painting and printing. They effectively promoted the Welsh language as Welsh phrases and sentences were used throughout the morning. They knew when to question children to help them get the best from the activities and when to stand back and observe. The rights of children were promoted as practitioners; children and parents were aware of the United Nations Convention on the

Rights of the Child, as relevant articles were on display clearly and had been discussed with the children and decorated by them.

3. Environment

Good

Summary

Leaders provide a clean, secure and safe environment and written risk assessments ensure practitioners are aware of how to keep children safe. Children are supervised well both inside and outdoors by knowledgeable practitioners. The environment is very suitable being child centred giving the children ample first hand experiences. The quality of toys and games are good and the practitioners make good use of them to create an interesting and stimulating environment for children.

Our findings

Leaders ensured the environment was safe and secure and children were supervised well both inside and outdoors. There was a safe locked entrance, and a record was kept of all visitors and proof of their identity was asked for. All areas inside and outside were hazard free for example covers around the heaters, and there were comprehensive written risk assessments and current equipment checks. These documents had been reviewed and dated recently and practitioners were aware of the contents. The premises were well maintained and improvements made to lighten the décor. The Community Centre cleaners keep the premises clean, making it easier for practitioners to devote their time to the children.

Leaders provided a child friendly, interesting environment for children. The main playroom was spacious and areas of play and learning were set out at child height for children to access easily. Indoors sturdy, child sized chairs and tables were used and children's work was attractively displayed, giving them a sense of belonging. The outdoor area was used, being a yard and grassed area. There were suitable facilities for all and the toilets had a step enabling children to use them independently. The well-equipped kitchen was out of bounds to children but had a handy hatch into main room. Parent information boards were well set out and we saw Welsh labelling, helping children and practitioners with the language.

Leaders ensured children had access to a wide range of good quality, stimulating play and learning resources. Activities and toys were available in sufficient quantity to ensure children had an interesting choice. All toys and games were clean, in good order and there was sufficient well organised storage. Leaders had provided books and toys to represent the wider society and promote equality. Multi-cultural events were planned for and celebrated and sustainable materials were used. Natural materials were also available for children to handle such as twigs and leaves.

4. Leadership and Management

Excellent

Summary

Leaders are highly experienced, knowledgeable, forward looking and strive to provide an excellent service. Self-evaluation is comprehensive and effective and improvements are made considering all involved which produce positive outcomes for children. Practitioners are managed well and leaders ensure they have sufficient on-going training, support and resources. Partnerships with parents and the school are strong. Relationships with the elderly in the community are effective for the benefit of the children and reflect a strong ethos of respect and value for others.

Our findings

Leaders, being a committed and enthusiastic person in charge (PIC) and an active and supportive responsible individual (RI), have a sense of purpose and expectations to promote improvement and good outcomes for children. As a result, we observed a happy, competent and well-supported workforce. We saw consistent practice throughout the service and practitioners worked well as a team. Leaders ensure legal obligations are met such as public liability insurance. The practitioners are aware of the leadership structure and the responsible individual attends regularly to observe practices and spend time getting to know the children. Skilled practitioners anticipated what the children needed and acted promptly, for example, on the walking bus looking ahead and clearing obstacles such as bins. Leaders ensured there are practitioners available to cover absences. Policies and procedures are embedded and updated when required, for example adding the Prevent Duty to the Safeguarding policy. The responsible individual, who is also the head teacher, told us that the children who have attended the Caban Cae'r Nant are more ready for school life.

Leaders and practitioners know their service well and promote a positive culture of continuous self-evaluation and improvement, which is embedded in daily practice. We saw a comprehensive annual report of the quality of care. Parents can influence the running of the service by speaking to the practitioners and by completing questionnaires annually. We saw the written comments by parents which reflected how happy they are with the service. The annual review, recently completed, contained information about the service including areas of good practice and plans for improvement.

We observed practitioners had a good knowledge of children enabling them to meet their needs promptly and they had a gentle and kind manner with the children. We also spoke to practitioners who confirmed that they had a good experience during their employment.

Documents in practitioners' files evidenced that there is a robust recruitment process to ensure those employed are suitable, for example, all have Disclosure and Barring Service (DBS) checks and have completed first aid training. Additional training has been completed such as Autism, ADHD, Team Teach and Manual Handling ensuring practitioners are aware of current thinking within the field of child care and development. Regular staff meetings and annual appraisals completed ensure practitioners have a voice.

Relationships with parents were strong. Leaders communicated with them regularly and they spoke to practitioners freely. Photos on a special secure phone application also kept parents informed of their child's day. We saw a helpful parent board with community notices such as what's on for

families and dental hygiene. We saw new parents leaving their children and there was a good exchange of information and parents were given time.

There is a very strong relationship with the school as the RI is also head teacher who is committed to the group and offers support to the PIC. Practitioners speak to the nursery teacher every day and the PIC stays at the school after lunch offering extra support to children if needed. The close relationship ensures children settle into school life easily.

Community links are very strong and we saw photos and letters of thanks from elderly friends. We accompanied the children on the Bus Walk to school and found the elderly were waiting for the children to pass by, to wave or speak with them. Visits from the elderly to the group had taken place and more were planned. The children had sung happy birthday to one 90 year old friend and had baked cakes for them all and had given them gifts. Children are learning respect for others and how to be kind. This is excellent practice.

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 a recommendation to keep a record of the supervision of practitioners.

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 05 September 2019 from 09.00 am to 14.15 pm.

We:

- Inspected a sample of documents and policies;
- observed practices and completed observations to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children and three practitioners;
- inspected the areas used and
- reported our findings to the responsible individual and the 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
Responsible Individual	Nicola Kilpatrick
Person in charge	Sian Bland-Chaloner
Registered maximum number of places	19
Age range of children	3 – 4 years
Opening hours	08.00 – 13.00 Monday to Friday during term time
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This is the first inspection since being registered in August 2018
Dates of this inspection visit(s)	05 September 2019
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	No This service 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 consider Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information: The Welsh language is introduced on a daily basis.	

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