



# Childcare Inspection Report on

**Little Miners at Ysgol Yr Hafod, Johnstown**

**Ysgol Yr Hafod  
Melyd Avenue  
Johnstown  
LL14 2AB**

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

**This report is also available in Welsh**



**Date Inspection Completed**

17/10/2019

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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

Little Miners Playgroup operates from Ysgol yr Hafod in Johnstown near Wrexham. The service is registered to provide care for a maximum of 37 children under the age of 12 years and currently operates from 11:30 a.m. to 3:00 p.m. on Monday to Friday during the school term. The responsible individual is Rhian Evans-Trott, and the person in charge is Natalie Bain-Foster. The main language of the service is English and the use of Welsh is encouraged and promoted, but the service does not provide the Welsh Government's 'Active Offer' in relation to the Welsh language.

## Summary

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

### 1. Overall assessment

Children are happy, valued and confident communicators. They benefit from a comprehensive range of activities from which they can choose and their opinions and interests are valued. Children have a stimulating and well equipped environment in which to play and learn, with excellent resources both indoors and outdoors. They are cared for by staff who also work in the school and understand how to keep them safe and promote daily outdoor play. The relationships between the committee, school, staff and parents are positive and supportive. Leaders have an appropriate oversight of the service. They encourage feedback and use this to develop the service further.

### 2. Improvements

This is the first inspection following registration, however new equipment has been purchased for the children including a new home area.

The person in charge has completed her level 3 qualification in child care, learning and education

Following the inspection, CIW received documentation to show:

- The phone number for CIW has been amended on the complaints and child protection policies;
- the application form now includes a full employment history with any gaps explained; and
- the personal details form for children has space to record the child's gender.

### 3. Requirements and recommendations

We have advised the registered persons that improvements are needed in relation to staff files (regulation 28), and supervision of staff (regulation 29), in order to fully meet the legal requirements. A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the service. We expect the responsible person to take action to rectify this and it will be followed up at the next inspection.

We made a recommendation in relation to information about healthy eating.

# 1. Well-being

Good

## Summary

Children are happy, and content to spend time at the service. They are listened to, are able to make choices and follow their interests as they wish. Children have formed positive relationships with staff and their peers. They enjoy a wide range of activities to sustain their interest. Children have good opportunities to gain confidence and develop independence skills.

## Our findings

Children had good opportunities to make choices and their interests and opinions were valued and acted upon. Children were able to move freely between activities as they wanted. They made good use of all areas of the room, and a number in particular enjoyed playing in the role play area, where there were sufficient resources for the children to play together and alongside one another. All communication was valued and responded to promptly, which made the children feel valued. For example, children asked to have an obstacle course in the outdoor area and staff provided this. The children enjoyed the activity smiling and laughing as they completed the course.

Children were settled, content and coped well with separation from their parents. They were familiar with the activities available and the daily routine and had formed bonds of affection with staff. For example, children responded well to the routine of talking about the weather and singing familiar songs at the start of the session. One child on their first session this term, was joining in with all of the activities and very content throughout the day.

Children formed friendships with each other and learnt to take turns and share. They had formed positive relationships with their peers and were happy to share resources and take turns. For example, they were happy to wait for a turn to take a bun from the bakers shop when acting out the song Five currant buns in the baker's shop. We saw children sharing glue and other resources on the creative table and taking an interest in one another's creations, demonstrating a respect for others.

Children were highly motivated and engaged in their play. They were interested by the wide range of activities, asked questions and were keen to join in with their friends.

For example, a group of children enjoyed making a den outside. They worked together to gather the resources they needed including broom staves, wooden decking panels and a tarpaulin. They enjoyed sitting in their den, chatting to one another and making sure that they didn't move around too much and cause the den to collapse.

Children had opportunities to follow their own interests and learn to be independent. One child told us they were going to make a picture for their mummy and daddy. They collected the resources they needed including paper and a pencil without assistance, which indicated they were familiar with the layout of the room and that resources were easily accessible. Children were encouraged to tidy up after themselves during transition periods and to put on their own coats.

## **2. Development**

**Good**

### **Summary**

Staff understand and implement policies and procedures to ensure children are safe and healthy. They have positive relationships with the children in their care and are sensitive to the needs of

individual children. Staff have a good knowledge of child development and provide a broad range of play and learning activities.

## **Our findings**

Staff were aware of their duties to protect children and certificates showed they had received training on safeguarding. They were aware of the need to document any concerns or existing injuries and the reasons for doing so. Staff had current paediatric first aid qualifications, which equipped them to manage medical emergencies and minor injuries. Accidents were recorded and forms signed by parents. Fire drills were completed and the details entered on a form. The school was part of the healthy schools initiative which promotes healthy lifestyles with a nutritious diet and physical activities. Some children collected their school lunch and brought it back to eat in the playgroup room whilst others had a packed lunch brought from home. Staff were aware of the latest guidance from Welsh Government on food and nutrition in child care settings and were asked to find ways of providing guidance to parents on healthy packed lunches to encourage good eating habits from the start of their time in school. Staff promoted healthy lifestyles by providing fresh fruit at snack time with water or milk to drink. Outdoor play was part of the daily routine and provided a good opportunity for children to be active. Staff promoted good hygiene, encouraging and supporting children to wash their hands as required.

Staff spoke to children with warmth and affection and at eye level with the children where possible. They encouraged positive interactions and when behaviour was not appropriate, staff used positive language. For example, a child was told “we walk indoors” instead of being told to stop running around the classroom. This evidenced that good behaviour was reinforced and was in line with the service’s behaviour management policy. Children were praised for their efforts throughout the session. For example, one child had placed a number of small animals on top of one another and was told “amazing, let me take a photo of your tower of animals. How many have you got?” Children took home a memory book at the end of the school year which had a record of activities including photographs. Comments in one memory book included “you have good control of your pen and your grip has improved”, and “you enjoyed searching our outdoor areas for leaves to make a hedgehog”. Making positive comments is a good way of increasing the self esteem of children.

Staff provided care in a relaxed manner and knew the children well. They contributed to planning activities to support the children’s individual needs, using time at the end of each week to discuss individuals and to plan the next steps in their development. Staff recognized when a child had additional needs and asked for assistance from another professional to ensure the child was supported appropriately. Some activities were planned in advance in accordance with the theme, but staff also made sure they included any specific interests of the children. Currently, children had shown an interest in den building, and resources had been provided to support this. Good imaginative skills were encouraged with the use of a number of small baskets of natural resources such as pebbles, small wood blocks, glass beads and pine cones.





### 3. Environment

Excellent

#### Summary

Leaders ensure children are cared for in a safe, clean and secure environment, which is extremely well maintained indoors and outdoors. The layout of the environment promotes children's independence and offers a comprehensive range of exciting play opportunities. The use of a wide range of sustainable materials is promoted to stimulate the children's interest and imagination.

#### Our findings

Leaders ensured the premises were safe and secure and extremely well maintained indoors and outdoors. Any visitors had to use the main school entrance and we were asked to sign the visitor's book on arrival. Children used the room as the school nursery prior to the playgroup session and parents used a door with direct access to the room to collect their children, but this door was kept locked during the session. Children were kept safe outdoors because gates were kept locked and part of the playground was safety surface, which allowed children to engage in physical play safely. A daily register was kept of staff and children who attended to ensure all people could be accounted for in the event of an emergency and fire drills were practiced regularly and recorded to show children were aware of how to evacuate the room safely. The environment was well maintained by the school ancillary staff on a daily basis. Leaders understood the difference between acceptable and unacceptable risk for the age of the children. We saw children using a range of materials including broom staves and decking boards to make their den and this was supervised by a member of staff to ensure they had support to carry the boards and they were placed safely. We also saw children using an obstacle course outdoors, which required good balance. This was managed by placing the course on the safe surface and at a height where children would not be likely to injure themselves if they lost their balance. Practicing balancing helps to develop gross motor skills and increases stability in young children.

Leaders ensured the indoor and outdoor environments were welcoming and encouraged children to play independently. Children were able to move freely around the room and all resources were easily accessible with good use of labelling. Resources were placed in areas around the room reflecting the foundation phase framework for children's learning in Wales. The playroom was bright, colourful and welcoming. One wall contained information used at the start of the session such as a weather chart. Samples of the children's work were proudly displayed, providing them with a sense of belonging and achievement. Furniture and resources were all suitable for the needs of the children. Tables and chairs, toilets and sinks were at a child friendly height to enable children to use them and practice self-help skills independently.

Leaders provided children with toys which were in good condition and were suited to the children's ages and stages of development. There were many excellent resources to stimulate children's interest and imagination. This included a creative area where children could access a range of materials including glue and scissors to allow them to create their own pictures. The role play area was very

well resourced with a good quality wooden kitchen, laundry and table and chairs. This area helped children develop the skills they need to socialise and cooperate with their peers. The natural resources area allowed children to use their imagination to create pictures, tell stories and act out roles using the floor as their base.

Children had access to a broad variety of age appropriate furniture, toys and equipment both indoors and outdoors. The resources supported all areas of the foundation phase and allow good opportunities to develop independence and age appropriate skills such as communication, language skills and physical play. Leaders make good use of the wider environment in the school. In addition to the enclosed play area, children have access to other areas of the school including a bug hotel, a language and literacy area, an allotment, a mud kitchen, and a gravel pit with diggers. Children are taken out for nature walks, which have included gathering pine needles to use for hedgehog pictures. The large foam bricks outdoors, allow children to use their imagination. In addition to the obstacle course, we saw one child making a tower and we saw photographs of children “flying” by jumping from the bricks.

## 4. Leadership and Management

**Adequate**

### Summary

Leaders keep up to date and implement current best practice relevant to the children in their care. Effective procedures are in place to gather feedback and review the quality of the service so leaders can plan improvements and ensure the service is continually developing. Good partnerships have been formed with the school, parents and other professionals in order to improve outcomes for children and ensure their needs are met effectively.

### Our findings

Leaders maintain and share an up to date, informative statement of purpose that accurately reflects the service provided and meets the national minimum standards (NMS), as do the policies and procedures. Leaders have acted upon feedback provided and made changes to some documents. For example, the attendance times have been added to the register. All children attend directly from school nursery at 11.30 and we saw evidence staff had recorded when children had left early due to illness or a visit to the dentist. The service operates through the medium of English, but encourages the use of Welsh with staff using Welsh words throughout the session. Leaders make good use of the internet, fellow professionals and training to implement best practice. They have taken advice from other professionals to support children with additional needs.

Leaders seek feedback from staff, children and parents in order to improve their service. This is the first inspection following registration and the annual review of quality of care is not due until the new year. In preparation, they have devised a form for children to complete using smiley and sad faces where possible. Parents have completed questionnaires to ensure they are satisfied with the service. These show parents are happy with the service. They find staff to be polite, helpful and very friendly. Staff meet at the end of each week and use this time to discuss any issues about individual children and any changes required to the service. This meeting also allows all staff to contribute ideas for activities.

Staff files were mostly in good order, but did not contain all the required information. We found the application form did not contain a full record of employment or record the reason for any gaps in employment. A revised form containing this information was provided following the inspection. The staff files did not contain a health statement and in one file, the photo and evidence of birth certificate were missing. We saw evidence on the staff files that annual appraisals had taken place. The staff members we spoke with stated they were able to approach the person in charge at any time to discuss any issues or training needs and felt supported by the service. Leaders were advised to provide 1:1 supervision meetings to allow staff opportunities for discussion of their needs including their own personal development.

Leaders share information with parents effectively. We saw evidence on file of information gathered from parents detailing children's specific needs, likes and dislikes. Staff had

positive relationships with parents and communicated with them daily. Parents receive a memory book at the end of the term, detailing how their child had developed, with the use of photographs and comments. The service has a social media page where information and photos of activities are posted. Parents have made positive comments on this site including how much their child has enjoyed a particular activity. We spoke with the head teacher, who is fully supportive of the service and recognizes the value it adds its value to the school, parents and children. The person in charge is currently using a computer application, which allows photos, activities and comments to be recorded for individual children. The plan is to share this information with parents as an additional method of communication. This will be particularly beneficial in helping parents who may work away from home or work shifts, which don't allow face to face contact with staff.

## **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 practice recommendation for leaders to consider:

- provide parents with information about healthy lunches using the guidance issued by Welsh Government; Food and nutrition guidance for child care settings; and
- provide opportunities for one to one supervision of staff on a regular basis.

## 6. How we undertook this inspection

This was a full unannounced post registration inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on the 17 October 2019 between 11:28 a.m. and 3:40 p.m.

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, person in charge, responsible individual and the head teacher, and
- looked at the areas used by children and resources on the day of our inspection, and
- gave detailed feedback to the responsible individual 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
Responsible Individual	Rhian Evans-Trott
Person in charge	Natalie Bain-Foster
Registered maximum number of places	37
Age range of children	3 to 4 years
Opening hours	Monday to Friday in term time 11.30 am to 3:00 pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This is the first inspection following registration
Dates of this inspection visit(s)	17 October 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?	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 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	

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