



Childcare Inspection Report on

Little Inspirations @ Tonyrefail

**Tonyrefail Comprehensive School
Gilfach Road Tonyrefail
Porth
CF39 8HG**



Date Inspection Completed

21/08/2019

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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

Little Inspirations@Tonyrefail has been registered with Care Inspectorate Wales (CIW) since November 2018. It operates from a single-storey building within the grounds of Tonyrefail Community School. It operates a full day care service, including wrap around, out of school and holiday care. It is registered to provide care to 30 children and currently cares for children aged two to eight years. The responsible individual is Janine Gill and the person in charge is Claire Bailyes.

Summary

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

1. Overall assessment

Children have very positive play and learning opportunities to promote their development and they have forged strong relationships with their peers and practitioners. Care practice is good and practitioners are responsive to the needs of children to ensure that they receive the support they require to develop and thrive. The environment is mainly safe and well maintained. Management of the service is generally good, and effective systems are in place to ensure the smooth running of the service.

2. Improvements

This was the first inspection of the service.

3. Requirements and recommendations

We found no areas of non compliance with the regulations. We made recommendations to clarify areas of the statement of purpose and consider how to improve the sleep facilities.

1. Well-being

Excellent

Summary

Children have a strong voice in the service and their views and opinions are fully taken into account. Children really enjoy their time at the service and are familiar and comfortable with routines. Children interact very well and are successfully learning to consider the needs of others and the importance of co-operating with their peers. Children have access to an excellent selection of age appropriate play opportunities that sustain their interest, making their time at the service enjoyable. Children are very confident in their play and are successfully developing their independence skills.

Our findings

Children are able to speak freely and confidently and make choices regarding their play. We saw that that they were active participants in relation to their play choices and moved confidently around the playroom and outdoor area, spending time on different activities. We saw that their opinions were frequently sought; for example, during circle time practitioners asked them “what song shall we start with”, and “does anybody have a story they want us to read?”

Children are very settled and comfortable at the service. They are forming positive relationships with their peers and carers. They were warmly welcomed at the beginning of sessions and all the children settled immediately, coming in and seeking out their chosen activity. They were familiar with routines of the service, engaging in tidying up and preparing for snack. We observed children laughing and smiling on many occasions, playing happily together and engaging practitioners in their play. A child was quiet and went to a practitioner for cuddles and reassurance, before going off to play with more confidence following the reassurance provided. Children spontaneously sang ‘happy birthday’ in the home corner when they were playing with a birthday cake and engaged a practitioner too. Strong relationships were evident with practitioners and it was clear that the children were at ease in their company.

Children are developing their social skills well and in line with their ability, age and stage of development. They happily participated in group activities such as circle time and we saw a child who was familiar with the lunchtime routine helping another child to get their plate and cutlery in preparation. We saw children cooperate very well together when doing the ironing and cooking in the home corner. At snack time, they sat at the table and chatted to peers and practitioners, listening to what others were saying and responding to gentle reminders from practitioners to use good table manners.

Children show enjoyment and pleasure in their play and learning. One child enthusiastically washed a doll in the water tray and wrung out the flannel, hanging it outside to dry. Another child came in and went straight to the book corner to look for their favourite book, then sat

smiling as they looked at it with a practitioner. Children happily joined in a game outside and successfully learned the concept of 'being out' if they were standing on a particular colour cone. They spent a good length of time on table-top activities, which included using construction resources to build towers, painting pictures at the easels and making designs out of playdough. Throughout the activities, we saw children smiling and laughing. Children remained interested in the activities available, maintaining their attention for some considerable time.

Children are successfully learning to become independent learners and develop their self-help skills in line with their age and stage of development. We saw children pour themselves a drink of water from a jug when they were thirsty and fetch their own crockery and eat independently at meal and snack times. They are learning to use the toilet facilities independently, washing and drying their hands with adult supervision. They picked out toys without help and enjoyed helping practitioners to tidy resources away. Outside, one child particularly enjoyed leading a game by calling out a colour to decide who was going to 'be out'. Other children responded positively to the instructions, learning the rules of the game quickly. In the home corner, children were happily making food in the kitchen, ironing and dressing their chosen doll. They were confident to play and learn independently seeking support from practitioners when required.

2. Care and Development

Good

Summary

Children benefit from practitioners who are qualified and experienced in childcare. They operate policies and procedures well to ensure children are safe and healthy, including a number of healthy initiatives. They are responsive to children's needs and foster a calm and relaxed atmosphere, which is conducive for play and learning. The practitioners manage behaviour in a very positive manner and ensure that children's needs are identified and supported effectively.

Our findings

Practitioners are clear regarding their role and responsibilities in relation to promoting children's health and safety. There are a number of healthy initiatives in place at the service such as the Healthy and Sustainable Pre-school scheme. Practitioners effectively put into operation the Designed to Smile tooth brushing scheme, ensuring that pre-school children brushed their teeth after snack. We saw practitioners remind children to access drinking water that was put out for them in a water dispenser. There is a detailed child protection policy, including reference to the Prevent initiative. The whistle blowing policy also refers to the responsibility of practitioners to report any misconduct of practitioners or the leader. We spoke to the leader and practitioners who were clear about the process of making a referral to the local authority safeguarding team, should the need arise. We observed that appropriate infection control measures were in place in relation to cleaning of tables and handling of food. However, food was cooked at a nearby nursery owned by the company and transported to the nursery. Whilst practitioners were clear regarding this process, there was no policy in place and the Statement of Purpose did not clearly state how food was provided. This was addressed during the inspection. We heard practitioners speak with children about the importance of washing hands before eating food and after using the toilet.

Practitioners have clear information with regard to children's health and any dietary requirements are identified and relayed to practitioners effectively. There are accident/emergency and medication policies in place. Whilst it was clear how non-prescription medication is administered at the service and that no paracetamol is given in an emergency, the responsible individual agreed to carry out a review of the policy to ensure it follows current best practice to support working parents and keep children healthy. We viewed a sample of accident records and there was evidence that they had been fully completed by practitioners and signed by parents. The leader confirmed that accidents and incidents are audited on a regular basis. Practitioners practice emergency fire drills regularly with children and records of these were seen to be comprehensive.

Practitioners manage and support children's behaviour and social development effectively by ensuring that they follow the guidance laid out in the behaviour management policy. We observed that they responded to any issues by focusing on positive reinforcement and encouragement using gentle reminders to support children's understanding. For example, during a story session, practitioners reminded children of the need to have their 'listening ears' on and to sit down so their friends could see. During snack time, practitioners were gentle in their tone when encouraging children to say 'please' and 'thank you' and children responded readily by repeating the words.

Practitioners promote children's play and learning effectively and provide warm and responsive care. They were on hand to support children when required and sat down with children to participate in table top activities. For example, one child sat to draw a picture. A practitioner joined them, praising them for their efforts and extending their language and cognitive development by asking open questions. For example, "Let us see if we can say the colours? What is your favourite colour?" They also introduced Welsh words for different colours, which the child understood and repeated proudly. Practitioners frequently praised and acknowledged children's achievements, giving them a sense of pride and self-esteem as a result. The practitioners plan for and evaluate a very good range of play and learning activities both inside and outside. We saw that children were very well engaged in activities of their choosing during the inspection. Photographs and displays evidenced that practitioners provide opportunities to celebrate key dates such as Valentine Day, and numerous cultural events to extend their knowledge and understanding of the world around them. Observations and assessments of children are effectively undertaken and their individual needs are identified to plan for the next stage in their development. Welsh words and phrases are used frequently by practitioners and children's participation was encouraged during their play and circle time.

3. Environment

Good

Summary

The premises are purpose built and overall, provide very good facilities. The environment is open plan, allowing children to freely access a very wide range of activities independently, including outdoor play. There are suitable systems in place to ensure a safe, clean and secure environment and contracts are in place with services to ensure maintenance of the building is effective. There is an excellent range of good quality resources and equipment.

Our findings

Leaders ensure that the environment is safe and very secure for children. Access is gained through a secure keypad system and records evidenced that visitors are expected to sign in to the service. Risk assessments have been produced and effectively identify any safety issues that need to be considered. Daily safety checklists are completed to ensure that practitioners identify and seek to address any issues that arise on a day-to-day basis. Safety equipment such as a fire blanket and finger guards on the door to the toilet is in place. There is a policy for the control of hazardous substances and these are locked away in a cleaning cupboard.

Leaders ensure that the purpose built premises are well maintained and provide good facilities for the care of children. Toilet and nappy changing facilities are very good and easily accessible for children. The indoor space provides interesting areas for children to explore and take part in an excellent range of activities. However, there are no designated areas for children to sleep and we saw a child take nap on the floor in a play area. Sleep facilities were discussed with the leader, who agreed consider more appropriate areas for children to sleep. The outside area is safe and secure, providing interesting areas for children to play and explore. Access is directly from the playroom, which enables children to move between indoors and outdoors easily.

Leaders ensure that resources and equipment are plentiful and of excellent quality and we saw that they were clean and very well maintained. Tables and chairs were of a suitable size and design and can be adapted for different heights. During the inspection, we saw children had free access to very interesting indoor activities which were set up in areas following the Foundation Phase principles. Multicultural and Welsh materials were readily available including dolls, books and puzzles. Multicultural displays were prominent.

4. Leadership and Management

Good

Summary

Leaders ensure that the service operates in line with the regulations and national minimum standards and runs smoothly on a daily basis. Practitioners are experienced, well supervised and supported. Paperwork is well maintained. Partnerships with parents, the school and the local authority are effective.

Our findings

Leaders have a clear vision for the service, which is shared effectively with practitioners and parents. Leadership of the service is good. There a Statement of Purpose that overall, provides an accurate picture of the service. However, it did not clearly reflect how food is provided and this was addressed during the inspection. All required policies are in place and have been shared with parents in the form of a parent's handbook. However, there was no reference in the statement of purpose or policies as to how the 'family app' is operated at the service and this is a key electronic communication and record keeping system. Children's contracts contain all of the required information and these are completed prior to children starting. Systems for recording accidents and incidents are embedded and the leader maintains oversight of any emerging issues that may need to be considered further.

An annual review of the quality of the service is planned when the service has operated for a year. However, systems are already embedded in the service to monitor and improve the service. For example, the planned expansion of the service will provide better facilities for the older age group and improved sleep facilities for younger children. Activities are regularly reviewed and take into account children's responses to activities and whether they needed to be changed. There is a policy for responding to complaints but the leader told us that no complaints have been received.

Leaders manage practitioners well and provide them with good support. Robust recruitment procedures are in place and records evidenced that all practitioners have current Disclosure and Barring Service (DBS) checks. We looked at two practitioners files and found that all the required information was present. All practitioners are suitably qualified and have access to appropriate training such as paediatric first aid, food hygiene and safeguarding. They work seamlessly as a team. Practitioner supervision takes place regularly and there is a system for annual appraisal when individual targets are reviewed and set for the following year. Practitioner meetings are held regularly and there is an award for 'member of the month. The leader also has daily dialogue with practitioners regarding how children have settled or if there has been anything that needs attention.

Partnerships are effective. Comprehensive information is provided to parents when they enrol their child and information is displayed on notice boards in the entrance lobby. There

is an electronic system operated called the 'family app'. This is a method of communicating with parents on a daily basis. Parent spoken to were very positive and all said that the service communicates well and they are well informed about their children's progress. They all confirmed that they felt the service was well run. The leader told us that they have strong links with the school and local authority. The service is about to expand to become a Flying Start service.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- The statement of purpose and other relevant policies should outline how the electronic 'family app' is used at the service; and
- consideration should be given to providing more appropriate facilities for children to sleep.

6. How we undertook this inspection

One inspector undertook an unannounced inspection as part of our normal schedule of inspections. They made two visits to the service. Feedback was provided to the responsible individual at the end of the second visit. The following methodology was used to gather evidence for this report:

- Consideration of information held by CIW;
- observations of care routines and practices;
- discussion with the responsible individual, person in charge and practitioners;
- discussion with two parents and practitioners;
- visual inspection of both inside and outside play areas;
- inspection of a range of policies and procedures, including information held in practitioners personnel files; and
- information provided by the responsible individual during the course of the inspection.

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	Jenine Gill
Person in charge	Claire Bailyes
Registered maximum number of places	30
Age range of children	2-12 years
Opening hours	7am to 6pm Monday to Friday for 51 weeks of the year
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First inspection since service was registered
Dates of this inspection visit(s)	20 and 21 August 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. This may be because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language 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: At the time of this inspection, Little Inspirations Ltd was applying to expand the service to take on the Flying Start provision in the adjacent rooms.	

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