



Childcare Inspection Report on

Ciwb Bwthyn Bach

**Ysgol Yr Esgob
Lon Yr Ysgol
Caerwys
Mold
CH7 5PZ**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

12/03/2020

Welsh Government © Crown copyright 2020.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

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

Clwb Bwthyn Bach is registered to care for 19 children. The service cares for children from 2.5 to 12 years of age and operates from Ysgol yr Esgob, Caerwys and also accepts children who attend Lixwm Primary School. The service is open Monday to Friday from 11.30 – 18.00. The responsible individual is Susan Clisham and the person in charge is Holly Hollingsworth. The language of the service is English with occasional Welsh used, and does not provide the welsh language 'Active Offer'.

Summary

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

1. Overall assessment

Children are happy and enjoy the activities available. They grow in confidence and develop as they should. Children are cared for by experienced and capable practitioners, who provide interesting activities and give their safety high priority. The environment is set out with plenty of toys inside and outdoors. Leaders provide a good level of care for children and support a committed team of practitioners. There are strong partnerships with parents and the school, which is good for the children.

2. Improvements

This is the first inspection since the service was registered.

3. Requirements and recommendations

We made four recommendations in relation to planning activities, first aid and the environment. These are found in section 5.

1. Well-being

Good

Summary

Children are happy, communicate well and make choices confidently. They thrive because they feel secure and valued. They are beginning to learn valuable social skills. Children enjoy their play and learning through variety of activities. They are making good progress and learning to do things for themselves.

Our findings

Children were listened to and their choices respected. For example, children helped themselves to toys at the beginning of the afternoon and children played outside as they requested. Children were confident and communicated well, for example when talking about family events during lunchtime.

Children felt safe, happy and valued. They coped well with separation from their parents, settled well and showed contentment, for example when singing spontaneously as they put on craft aprons. They played happily together, for example there was excitement in the play tent.

Children interacted well with each other and the practitioners. They were learning to share with help and encouragement, for example, taking turns stepping on the number path. They were beginning to understand the needs of others; they helped to distribute glue spreaders and explained that they need to wait for the glue.

Children were active and enjoyed a variety of experiences. They were engaged and motivated in their play and learning activities, some of which were adult led such as completing their cloud and rain drops craft. They enjoyed a well-told story at the end of the afternoon and were learning to recognise numbers when they played hopscotch outside.

Children had a variety of experiences which enabled them to develop skills to be independent, such as putting their plates away and putting their outdoor clothes on. They were learning how to go to the toilet and wash their hands. Children were happy to try new experiences, such as balancing on the climbing frame outside, as they felt supported and safe.

2. Care and Development

Good

Summary

Experienced practitioners create a caring and secure atmosphere and consistently keep children safe and healthy by following agreed policies and procedures. They manage interactions well, are good role models and use strategies to promote positive behaviour. Professional and committed practitioners promote children's learning through play, providing a range of activities. They meet children's individual needs to ensure their wellbeing.

Our findings

Practitioners created a happy atmosphere, and follow policies and procedures effectively to keep children safe and healthy. They had completed safeguarding training and indicated their readiness to contact the relevant agencies if the need arose. Accident forms showed incidents were dealt with appropriately and parents were informed. However, only one practitioner has a current first aid qualification. Healthy lifestyles were promoted as practitioners ensured children enjoyed the benefits of playing outside daily. Practitioners also provided healthy snacks of fruit, with milk or water to drink. Surfaces were kept clean and children washed their hands before eating. Records of regular fire drills showed practitioners and children know how to evacuate the premises in an emergency.

Practitioners managed children's behaviour successfully, in a way they understood. For example, giving simple explanations, helping the children to co-operate and learn social skills. Practitioners were good role models and encouraged the children to be polite. Practitioners praised and celebrated good behaviour such as helping to tidy or being kind.

Capable and skilful practitioners promoted children's learning through providing a rich play environment and they met individual needs, as they knew the children and their families. They gave responsive care, as they obtained details about the children from parents verbally and in registration forms, such as knowledge of their allergies and medical conditions. Practitioners plan and provide a variety of interesting experiences, such as, listening and speaking, number and shape recognition, to help children to learn and develop. They effectively promote the Welsh language, culture and children's all-round development. There was planning in place and the weekly planning could be expanded to reflect the varied provision.

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 child centred giving the children first hand experiences. The quality of toys and games is good and the practitioners make good use of them to create an interesting and educational 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 ensuring there was no unauthorised access. All areas inside and outside were hazard free, for example, there were finger guards on all doors. Comprehensive written risk assessments had been reviewed but not recently. The premises were well maintained and leaders ensured facilities are constantly reviewed for the benefit of the children.

Leaders provided a child friendly and interesting environment. The indoor area, being part of the hall, was compact and activities were set out at child height for children to access easily. The outdoors was used for water and sand play with places for children to plant flowers and included a mud kitchen. Child sized chairs and small plastic tables were used. There was very little space for children's work to be displayed and children took their creations home. Practitioners used outdoor areas effectively to provide physical activities for the children. The outdoor area was varied including a yard, which was used for drawing with chalk. The school's wooden climbing frame was used along with the school field for playing football after school. There were suitable facilities indoors, including small toilets and washbasins for children to use them independently.

Leaders ensured children had access to a range of good quality play and learning resources. A good range of activities and toys were available to ensure children had an interesting choice. All toys and games were clean, however storage was difficult and cramped. However, grants have been applied for to purchase additional furniture to improve the situation. Leaders had provided some books and toys to represent the wider society and multi-cultural events were planned for and celebrated. Children regularly recycled materials but would benefit from more wooden and natural materials, including a nature or discovery table.

4. Leadership and Management

Good

Summary

Leaders are experienced, knowledgeable, and strive to provide a good service. Self-evaluation is thorough and considers all involved, which produces positive outcomes for children. A written report will be produced in due course. Practitioners are managed well and leaders ensure they have sufficient on-going support and resources. Partnerships with parents and the school are strong and children are learning about their community.

Our findings

Those running the service and an experienced person in charge, have a sense of purpose. They have high expectations to promote improvement and good outcomes for children. The person in charge is efficient and as a result, we observed a happy and competent team. Leaders ensured legal obligations were met, such as having current public liability insurance, and a supportive committee raised funds for purchasing additional resources.

Leaders and practitioners know their service well and promote an effective, positive culture of continuous self-evaluation and improvement, which is embedded in daily practice. This was evident during discussions with the responsible individual. An annual report of the quality of care will be completed in due course. Parents can influence the running of the service by speaking to the practitioners and being on the management committee.

Qualified and experienced 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. Documents showed there is a robust and thorough recruitment process to ensure all those employed are suitable. For example, all have Disclosure and Barring Service (DBS) checks and have completed safeguarding training.

Relationships with parents were strong. They spoke to practitioners freely and those we spoke with were very complimentary about the practitioners and the service. Secure social media is used to share information. There are close links with the school and children have opportunities to familiarise themselves with the school staff and building before attending. Many outside agencies are used to access advice and courses. Children are becoming familiar with the community through regular walks around the locality.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommended the following:

- to expand the weekly planning;
- for an additional member of staff to be first aid trained. This would meet the recommended ratio of one to ten children when the numbers of children attending increase;
- to find space to display more of the children's work;
- to obtain more multicultural and natural resources and
- risk assessments should be reviewed and dated at least annually. They were last dated 14 September 2018.

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 12 March 2019 from 11.30 – 18.10.

We:

- inspected a sample of documents;
- observed practices and completed observations to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children, one parent and two practitioners;
- inspected the areas used and
- reported our findings to the responsible individual.

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	Susan Clisham
Person in charge	Holly Hollingsworth
Registered maximum number of places	19
Age range of children	2.5 years – 11 years
Opening hours	Monday – Friday during school term time from 11.30 – 18.00
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First inspection
Dates of this inspection visit(s)	12 March 2020
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. This is 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.
Additional Information:	

Date Published 05/08/2020

No noncompliance records found in Open status.