



Childcare Inspection Report on

Penycae Childcare

**Ysgol Penycae
Copperas Hill Penycae
Wrexham
LL14 2SD**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

09/01/2020

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

Penycae Childcare (full day care) is registered to care for 19 children attending its playgroup, nursery plus and after school sessions at Ysgol Penycae, Penycae, Wrexham. It operates daily during term time from 08:00 – 18:00. The registered person is Timothy Newbould and the persons in charge on a daily basis are Angela Morgan and Sandra Williams. Funded places are available for eligible children for early entitlement and the 30 hour childcare offer. English is the main language of communication. The service does not provide an 'active offer' of the Welsh language.

Summary

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

1. Overall assessment

Children are well cared for at this service and have a strong voice. They grow in confidence and develop successfully. Children are cared for by experienced, capable and dedicated practitioners who provide stimulating activities for them and keep them safe. The environment is child friendly, safe and well set out with plenty of toys and equipment. Leaders have a clear vision of the service and this ensures a good level of care for children by a committed team of practitioners. However, leaders have not ensured there are systems in place to monitor and review the service, and not all practitioners have staff files or have been offered an appraisal. There are successful partnerships with parents and the school which ensures consistently positive outcomes for the children.

2. Improvements

This is the first inspection following registration in November 2018.

3. Requirements and recommendations

We have advised the registered person that improvements are needed, as they were not compliant in relation to having sufficient persons in charge appointed at the service (regulation 7), establishing and maintaining a system to monitor and review the service (regulation 16), organising documentation to evidence the suitability of practitioners in staff files (regulation 28) and the annual appraisal of practitioners (regulation 29) in order to fully meet the legal requirements. Notices have not been issued on this occasion, as there was no immediate or significant impact for children using the service.

We expect the registered person to take action to rectify these requirements and they will be followed up at the next inspection.

We have also made two recommendations and these are detailed at the back of the report.

1. Well-being

Good

Summary

Children have a strong voice, express themselves well and make choices confidently. They thrive because they feel secure, respected and valued and are therefore successfully beginning to learn valuable social skills. Children are active and curious learners and enjoy a variety of stimulating experiences. They are learning varied skills across all areas of learning and through recreational activities, and as a result are developing well and becoming independent.

Our findings

Children were listened to and their choices respected. For example, children were able to follow their own interests when painting and a few turned a potato printing activity into hand painting, and a child not wanting their zip fastened to the top was listened to. During circle times children used picture cards to show others their choice of song and were able to sing solo if they asked to. Children can influence themes as they were able to place objects in a carrier bag at the start of term to show and tell others of their interests, and where possible these items were incorporated into themes and displays. Children were confident and expressed themselves well especially in the after school session where for example children choose which art and craft materials they needed and why, and which video they would like to watch when relaxing.

Children felt safe, happy and valued. Pre-school children coped well with separation from their parents, settled well and showed contentment throughout the sessions seen. Children attending after school who were worried about things which had happened in school were given plenty of attention, reassured and comforted. Children were confident and were frequently helped, for example when dressing up. Children knew where their pegs were and photos of the children and displays of their work gave them a sense of belonging. As children were handed over to their parents the children sang a goodbye song to individuals, waving to them as they left, each individual responded with a wave back and a smile demonstrating how content and valued they felt.

Children interacted well with each other and those looking after them and because staffing ratios were very good. There were plenty of opportunities for children to interact on a one to one basis. We heard plenty of laughter and saw many positive interactions, for example the children enjoyed the bird in the box puppet which was used to praise them for listening well and children responded well to songs sung routinely when it was tidy up time and time for circle time. Children were polite and used Welsh words to thank others.

Children were active and curious learners and enjoyed a variety of experiences both indoors and outdoors. They were engaged and motivated in their play and learning, some

of which was adult led such as potato printing, singing and storytelling. Children happily chose to play with their favourite items such as the large cardboard boxes, which they used to build a castle for their imaginative play. The children enjoyed a well told story and were learning new words such as 'mask' and using them in context as the story was being told. Welsh words were practised frequently through songs and rhymes. Children were eager to share their creations with others, proudly showing their drawings, craft items, paintings and dough models.

Children had a good variety of experiences including freely chosen and self-directed play, which enabled them to develop skills to be independent. Pre-school children were learning how to put on aprons when painting and their coats when going outdoors. All children helped themselves to toys and resources from the areas of play and were able to put them away when asked to do so. They also collected their own chairs for circle time, formed a circle and sat quietly in anticipation. When children needed support to put on hats and gloves for example, it was provided. Older children were independent and confident.

2. Care and Development

Good

Summary

Practitioners create a caring and secure atmosphere and keep children safe and healthy successfully by implementing agreed policies and procedures. They manage interactions well, being good role models and using positive and effective strategies. Professional and committed practitioners promote children's learning through play, providing stimulating activities. They meet children's individual needs, including additional and medical needs to ensure their wellbeing.

Our findings

Practitioners created a happy atmosphere, and understood and implemented policies and procedures, to keep children safe and healthy. Attendance records had enabled practitioners to plan ahead to ensure an appropriate number of staff were available. Practitioners had completed safeguarding training and first aid qualifications with school staff. Accident forms showed incidents were dealt with appropriately and parents were informed and had signed records. Healthy lifestyles were promoted as practitioners ensured children enjoyed the benefits of playing outside daily and gave children opportunities to brush their teeth. They also provided healthy snacks. Children attending over lunch brought their own lunch boxes. Records of regular fire drills and discussions showed practitioners and children know how to evacuate the premises.. Practitioners benefit from working closely with the school and its staff to keep children safe.

Practitioners managed children's interactions successfully, using effective strategies and giving simple explanations, helping the children to co-operate and learn social skills. For example, practitioners used stickers to praise children responding to Ticw Bear in Welsh. Puppet animals such as 'Birdie' and 'Lola the tiger' were used to praise children and calm them at circle time. Practitioners told us these were strategies shared with them by the school and early entitlement advisory teachers. Practitioners engaged well with small groups and individual children, for example playing alongside them and eating snacks and lunch with the children, making them social occasions. Practitioners were good role models and encouraged the children to be polite and helpful.

Practitioners consistently promoted children's learning through providing a suitable play environment and meeting individual needs as stated in registration forms completed by parents, and by planning to meet needs following observations and informal assessments. They provided a nurturing and caring atmosphere and gave responsive care effectively. Practitioners actively promoted the development of children's play. They planned for purposeful and stimulating play and learning experiences, such as, imaginative play with loose parts, baking and regular outdoor play. They effectively promoted the Welsh

language and culture and children had an awareness of other cultures through celebrating seasonal events and special days.

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 and age appropriate. The quality of toys, games and recreational equipment are good and practitioners make 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 where practitioners could see who was outside. Visitors to the school are required to sign in at reception and are escorted to the annexe. Parents use a side entrance to the playground which is unlocked at collection times. A record was kept of all visitors ensuring there was no unauthorised access, and our identification badges were requested to be shown on arrival. All areas inside and outside were hazard free and comprehensive written risk assessments and current equipment checks were in place for the provision and the building as part of the school environment. Practitioners had access to a phone in case of an emergency and in order to contact staff within the school. The premises were well maintained and school cleaners enabled the practitioners to give their time to caring for the children.

Leaders provided a child friendly and 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. Floor surfaces were suitable for messy play and floor activities. Indoors sturdy, child sized chairs and tables were used and children's work was attractively displayed, giving them a sense of belonging. The school outdoor area was used to provide stimulating and interesting activities. There were suitable facilities for all and the toilets could be used by children independently. A food preparation/kitchen area was located in the play room.

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.

4. Leadership and Management

Adequate

Summary

Leaders are experienced and knowledgeable. However, the service would benefit from having additional persons in charge who are required be present in the service during its hours of operation. Leaders have not completed a self-evaluation of the service within a year of registration, however they will be completing a self-assessment statement online before February 2020. Practitioners are managed relatively well as leaders ensure they have sufficient on-going training, support and resources. Not all practitioners have benefited from an annual appraisal, or have staff files. Partnerships with parents and the school are good and reflect a strong ethos of respect and value for others.

Our findings

Leaders have a sense of purpose and expectations to promote good outcomes for children. The person in charge present is effective and as a result, we observed a happy, competent and well-supported workforce. However as this practitioner is not available on a full time basis, we saw competent practitioners taking on the role of person in charge, but they need to be formally nominated. We were assured the appropriate action would be taken therefore a notice was not issued. We saw consistent practice throughout the service and practitioners worked well as a team. Skilled practitioners anticipated what the children needed and showed patience and kindness to all children. We recommended leaders define the roles and responsibilities of practitioners in terms of teaching and learning and providing recreational activities. Leaders ensure there are practitioners available to cover absences.

Leaders and practitioners know their service well and promote an effective, positive culture of improvement amongst themselves, however they have not yet completed an annual quality of care review or report or put systems in place to monitor and review the service through obtaining the views and opinions of practitioners, children and parents. The service was registered in November 2018. A self-evaluation for the purpose of the early education provision and an action plan has been completed but this is not relevant to the nursery plus or the out of school care provided. It is anticipated leaders will complete an online self-assessment of service (SASS) in February 2020, therefore a notice has not been issued in respect of this breach of regulation on this occasion.

We observed committed practitioners had a good knowledge of children enabling them to meet their needs promptly, effectively and they had a gentle and kind manner with the children. We also spoke to practitioners who confirmed they had a good experience during their employment. Documents in practitioners' files evidenced there are systems in place for 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 first aid training, child protection and additional training such as basic food hygiene and early education/foundation phase training. However one practitioner and a volunteer did not have a staff file for the service but we were assured by the practitioners, all

relevant information was held by the registered person in school staff files. Not all practitioners had evidence of annual appraisals. We notified the registered person of the action needed to meet requirements in respect of this.

Relationships with parents were good. Leaders communicated with them regularly and they spoke to practitioners freely. Parents collecting their children were given time and there was a good wide-ranging exchange of information. There is a very strong relationship with the school as the registered person is also head teacher who is committed to the group and offers support to the practitioners. The close relationship ensures pre-school children settle into school life easily.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- older children must be reminded to wash their hands before eating snacks, and
- leaders must ensure the roles and responsibilities of practitioners in relation to teaching, learning and providing recreational and leisure activities must be clear.

6. How we undertook this inspection

This was a full, unannounced inspection undertaken as part of our normal schedule of inspections following registration. One inspector visited the service on 19 December 2019 from 10:30 – 13:15 and again to give feedback and observe children on 9 January 2020 14:30 – 16: 30.

We:

- Inspected a sample of documents and policies;
- observed practices, and interactions of practitioners and children;
- spoke to the children, parents, five practitioners, the person in charge present and the registered person;
- inspected the areas used, and
- reported our findings to 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	Childrens Day Care Full Day Care
Responsible Individual	Timothy Newbould
Person in charge	Sandra Williams Angela Morgan
Registered maximum number of places	19
Age range of children	2 – 11 years
Opening hours	08:00 – 18:00
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First inspection following registration
Dates of this inspection visits	19 December 2019 and 9 January 2020
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 people/children who use, or intend to use their service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	

Date Published 11/03/2020