



Inspection Report

RAF Valley, Spring at Lilypad Childcare Centre

**Raf Valley
Valley
Holyhead
LL65 3NY**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

21/04/2021

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About RAF Valley, Spring at Lilypad Childcare Centre

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Action for Children
Registered places	68
Language of the service	Both
Previous Care Inspectorate Wales inspection	First Inspection of the service since registration on the 18 April 2019.
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No

Summary

This is an inspection undertaken during the Covid 19 pandemic; therefore, we focused on the priority areas for this setting and not the full quality framework. We spent a short period of time at the service, to observe care practice and interactions between the staff and the children. Additional information was viewed and further discussions were had with leaders, staff and parents virtually.

Children are happy and settled. They know the staff caring for them, and enjoy spending time with their friends. They are busy and occupied, playing with toys, and taking part in fun activities. Children are encouraged to share and take turns, and with help and guidance, they learn new skills.

The staff are enthusiastic and enjoy their work. They have a positive attitude and are committed to providing children with quality care. They benefit from regular opportunities to attend meaningful training, meaning they develop new skills and are confident to try new ways of working.

The environment meets the needs of the children; toys are readily available, and children can choose to be involved in the arranged activities, or are able to sit in a quiet area and relax. Detailed risk assessments contribute to making the environment safe, and robust cleaning schedules are followed.

People who run the service are working on implementing a number of positive changes, which will benefit children. They lead the service well and make sure staff are provided with information about current best practice in childcare. Parents highly value the service and receiving regular detailed updates means they are fully aware of the progress their children are making.

Children are happy. They have settled well, and staff have taken time to get to know the children and their families. We saw children explore their environment freely, moving from one place to another with ease and confidence. Children experience warm and meaningful interactions with staff. For example, after children had finished eating and wiped their faces with individual cloths, impromptu hugs and high fives were exchanged. Children know each other by name and are beginning to make friends.

Children are highly valued and well supported. They chatted with ease to staff, who helped them overcome challenging situations. For example, when another child was using toys they wanted to play with, staff were on hand to direct the children's attention and engage them in another activity. Children make progress because of the individual attention they are given. A child looking at a storybook was helped by staff; they sat together and read the story, describing what they saw in the pictures as they went through the book. Children proudly share their achievements with their parents. Those parents spoken to, told us their children come home happily singing the songs they have learnt at the nursery.

Children make their own positive choices about how they spent their time. We heard them telling staff they wanted to go outdoors to play. The door, which had been slightly open to allow air to circulate, was opened wide to accommodate their request. Children went to find their own coats, with help from staff to put them on if needed, and they all ran outside. They played well with the children around them; they raced one another in the toy cars, 'painted' a wall with water and cared for the babies in the prams. They patiently took turns on the bikes and other play items.

Children are interested and engaged in their play. We saw a group of children enjoying playing with bottles filled with glitter; they invited others to come and join them, and they shared the bottles amongst each other. They told one another what they could see. Children co-operate well with one another and are comfortable chatting happily together.

Children are familiar and confident with the routine of the day. After lunch older children knew they could go straight out to play, whilst younger ones settled down to relax, ready for their afternoon nap.

Care and Development

No Rating Required

Staff strive to implement best practice in relation to keeping children safe and healthy. All staff have recently attended safeguarding training. They are familiar with what is contained within the safeguarding policy and spoke confidently about the correct procedures to follow, should they have a concern about a child.

Staff implement effective policies and procedures, and how the service operates has been adapted, to be in line with current guidance related to Covid 19. Regular safety checks take place, such as fire drills and daily checks of the areas used by children.

Staff promote healthy habits and good hydration, by providing children with access to water throughout the day. They follow an approved healthy eating menu. However, the menu referenced English nutritional guidance. Staff support children to wash their hands when appropriate, such as upon arrival at the setting, after using the toilet and before eating.

Staff have built positive relationships with the children, it was obvious they knew each other well and were familiar with the children's home lives. Staff, asked a child about their birthday party the previous day, asking, what they had to eat, and if the birthday cake was tasty. Staff gave children time to deal with challenging emotions, successfully gaining their attention, whilst supporting them to recognise their feelings and acknowledging how they were feeling. Staff are good role models; making sure children are always heard and listened to.

Staff promote children's development by recognising children's achievements and planning for the next stages in their learning. They are eager to ensure children learn, and they view the child as being at the centre of everything they do. Activities are planned around children's individual interests. Ideas and plans for each individual child are clearly displayed on the wall, enabling all staff to contribute. For example, one child had a keen interest in tractors, and this had been the staff's starting point when planning his activities. For example, when learning to count, staff had provided different coloured tractors for the child to count.

Parents are kept well informed about the progress their child is making. Parents told us, they knew what their children had been doing every day, and knew what skills they would be working towards next. Throughout the day staff share photographs with the parents, and these helped parents to visualise how their child was learning. Staff have plans to develop their planning of activities further, once they have fully embedded the 'curiosity approach'.

Environment

No Rating Required

The environment is secure, clean and well maintained, which provides a safe and comfortable place for children to relax and learn. The entrance is locked securely with a bell for parents to ring for attention. Detailed risk assessments ensure staff know how to keep children safe. They are reviewed when necessary and include specific information on Covid 19.

Staff and people who run the service are working towards providing a motivating and inspiring environment for children. New resources have been purchased and room layouts are being changed to encourage children to explore their environment. Natural and recycled resources are being introduced in the play spaces, meaning they are moving away from bright colours and plastic resources.

All facilities are located on one floor, and children have immediate access to the large outdoor play areas, giving children freedom to run and play. Each room has their own toilets and changing facilities and a quiet space for children to rest; a separate sleep room is available for the babies. Plans are underway to prepare the secret garden to further enhance children's outdoor play.

Leaders provide children with reasonable resources that appeal to them and make their time at the service interesting. Items available were colourful and suitable to children's stage of development. The resources helped the children to make progress; they enjoyed looking at books and reading stories in the wig-wham.

Staff followed a robust system for ensuring toys were kept clean and well maintained. Sand and water play are now available outside and once safe to do so will be available to use at all times. People who run the service are working towards adapting the physical environment to focus on natural recyclable materials, neutral tones, and wooden resources. They encourage children to play with household items of bric-a-brac such as nuts and bolts, garden canes, hessian and curtain rings. We saw a list of recently purchased items that will assist them to take this forward.

Leadership and Management

No Rating Required

People who run the service have communicated their vision for the service well and fully support staff to fulfil their roles. Staff have been provided with the tools to enable them to achieve the goals set. Roles are clearly defined and all staff take pride in their work. Varied training opportunities have meant staff feel they have progressed in their roles. Staff told us they feel valued and happy and implementing new methods of working is benefiting the children's play experiences, as well as their own job satisfaction.

All policies and procedures have been reviewed and updated, and staff have been made aware of any changes. Both person's in charge are available to offer guidance and support to staff when needed. They are eager to work together as a team to implement changes to improve. The persons in charge confirmed that all documentation is in place to evidence the recruitment of staff is robust, and includes supervision and annual appraisal. All staff hold current DBS checks. First aid training, Safeguarding and Basic Food Hygiene courses have been completed and some certificates were displayed evidencing they are current.

People who run the service effectively monitor and evaluate the service and a detailed quality of care report had been completed. They have also put together a detailed action plan, identifying specific areas for improvements and timescales for completion. There are also meaningful long-term plans for improvements, such as buying new resources and developing the outdoor areas.

Those who run the service provide regular feedback, support and guidance to staff. All staff spoken to say they could confidently approach the people who run the service. Peer on peer observations have started, with the aim of staff supporting each other to improve practice.

People running the service have established positive and meaningful partnership with parents. They have implemented a system where parents are able to access information and photos of what their children have achieved during the day. Their child's key worker provides them with detailed written information on how their child has been. Parents can log information regarding their child whilst at home, if they wish to share with staff. In addition, a detailed progress report is sent home regularly. Parents told us they had received regular updates about how the service hoped to operate during the COVID 19 pandemic, and they felt some of the changes implemented during this time were better, such as dropping the children off at the door. They have found children to be less upset, because of the less time it takes.

Recommendations to meet with the National Minimum Standards

People running the service to take account of the Welsh Government Food and Health Guidelines for Early Years and Child Care Settings when preparing meals and snacks.

Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
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Areas where priority action is required

None	
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Areas where improvement is required

None	
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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

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