



Childcare Inspection Report on

Colwinston Childcare

**St. David's Church in Wales Primary School
Colwinston
Cowbridge
CF71 7NL**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

24/01/2020

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

Colwinston Childcare was registered in June 2019 and is run by the governors of St David's Church in Wales Primary School. The playgroup is located in the school building and is open Monday to Friday from 11.30am until 3.30pm. The service provides care for up to 20 children aged three to four years. Mary Sharp is the person in charge, who manages the service on a day to day basis. Ceri Hoffrock, the head teacher, is the responsible individual who oversees the service on behalf of the board of governors. Care is provided mainly through the English language with good use of incidental Welsh.

Summary

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

1. Overall assessment

Children thoroughly enjoy their time and thrive at this service. They benefit from a very good range of activities to support their all-round development. Children experience warm and nurturing relationships with staff who know them well. The environment is resourced to a good standard and play areas are inviting inside and outside. There is strong leadership, which meets the requirements of the Child Minding and Day Care Wales Regulations (2010) and National Minimum Standards.

2. Improvements

This was the first inspection following registration.

3. Requirements and recommendations

We (Care Inspectorate Wales) made four good practice recommendations which are summarised in section 5.

1. Well-being

Excellent

Summary

Children experience an excellent service that provides continuous and meaningful interactions and an exceptional range of resources and activities to promote their all-round development. They have many opportunities to express themselves and make choices about play and activities. Children have strong relationships with each other and with staff. Children are very happy and have lots of fun in their play; they are developing well and are becoming independent.

Our findings

All children can contribute ideas and make decisions about activities, songs, stories and how they spend their time at the service. They move freely around a wide range of activities, indoors and outdoors; and their play is mostly self-directed. Children express themselves exceptionally well and we saw that staff always listened carefully, showed interest in what the children had to say and responded positively. Children have a very strong voice and communicate their needs and wishes confidently.

Children experience very warm relationships with each other and staff. Children arrived very happily and greeted others with smiles. Children's individual needs are fully acknowledged. For example, a family member can stay with the child to introduce them gradually to the routines so that they can settle comfortably. Children clearly know and enjoy routines; they hung their coats up and self-registered; eagerly answered questions during circle time; they tidied up at the end of activities and fervently joined in singing familiar songs. Children feel a sense of belonging because staff know them well and talk about family; coat hooks are labelled with children's names; and their work and photos are displayed in the playroom. Children feel very safe and happy.

Children co-operate and play together exceptionally well. We heard children saying 'please' and 'thank you' without being prompted; we saw them sharing resources and engaging in imaginative play together. Children served each other in the play café; they passed pieces of wood to build a ramp for cars; took turns in a game of 'Beth sydd yn y boc?' (What's in the box?) and they eagerly helped to tidy toys and resources away. Children sat quietly when asked and listened attentively to stories. They smiled proudly when praised for cooperative and kind behaviour and achieving personal goals. Children interact extremely well with their friends and with staff.

Children are active, curious learners and freely engage in activities inside and outside the playroom. They receive much praise and encouragement from staff, to boost self-esteem, feelings of achievement and confidence. Children engaged in their activities for a good length of time and were eager to talk about what they were doing. A child told how they enjoyed the

crispy Chinese crackers they had tasted; another proudly counted to 10 in Welsh for us. Children excitedly made Chinese lanterns alongside a staff member and were eager to show their parents at the end of the day. Children thoroughly enjoy their play and learning.

Children become increasingly independent because they have many opportunities to explore, develop and learn. Children eagerly participate in a wide range of exciting activities that support their learning. They find their photo and put it on the green band of the rainbow registration board and they know that their achievements and behaviour can result in moving up or down the rainbow. Children wash their hands and dress with very minimal prompting or support. They help themselves to water and eat independently in the school dining room. Welsh was used throughout the session and children demonstrated a good understanding and use the language; for example we heard all children use Welsh words for colours and numbers; they routinely said 'os gwelwch yn dda' and 'diolch' (please and thankyou) and they sang songs in Welsh. A group of six children played a guessing game entirely in Welsh. Children make excellent progress and are developing well.

2. Care and Development

Good

Summary

Staff work very well together and are responsive to children's needs and preferences. They have a good knowledge of how to keep children safe and promote good health. Staff are good role models. They consistently manage interactions in a very positive way, with a strong focus on celebrating children's achievements to promote their self-esteem and confidence. Staff know each child's needs and preferences and provide a wide range of appropriate activities to encourage children to learn and develop.

Our findings

Staff have a good knowledge of the service's policies and procedures to keep children safe and healthy. A clear safeguarding policy outlines the procedures for reporting concerns about children to an appropriate agency. The school promotes healthy eating. Parents are encouraged to provide healthy snacks and we saw staff encourage healthy options at lunchtime. Staff were well informed about any child with allergies, dietary or medication needs. We saw good hygiene practices. The environment, toys and equipment were very clean and we saw that staff ensured children wash their hands thoroughly before eating and after going to the toilet.

Staff work in line with the behaviour policy and have a consistent approach. They are good role models, treating children with respect and valuing them as individuals. Staff listened attentively; they were relaxed and interested in what children had to say, which promoted confidence and social skills. We heard lots of praise for positive behaviour and when reminders were needed, staff were calm and clear about what was expected and why. Staff used routine phrases, songs and lowered tone of voice very successfully to gain attention and cooperation. 'Spencer Bear' is also used to reward children's achievements and children were very eager to hear who he wanted to go home with for the weekend. Staff effectively encouraged children to sit together and be attentive for stories and group games, which will prepare them for their transition to school and more formal education.

Staff promote children's play, learning and all round development effectively. They monitor and assess children's progress and plan developmentally appropriate, exciting activities, to ensure that all children can engage, have fun and learn. We saw that staff encouraged and facilitated children's learning and celebrated every success. Bilingual signs in all areas encourage children's recognition and use of the Welsh language and we heard staff use Welsh words and phrases throughout the day. Staff support children's knowledge of the world and different cultures through books, food, toys, activities and various celebrations. Staff encourage children to use the outdoor play area whenever possible for physical development and exercise.

3. Environment

Good

Summary

Children experience a good variety of play and learning opportunities because leaders create an inviting and stimulating environment indoors and outdoors. The environment is safe, secure and well maintained. The premises and resources are easily accessible and suitable for the age range of the children. Resources and equipment are good quality and enrich children's all round learning and development.

Our findings

Leaders ensure the environment is safe, secure and well maintained indoors and outdoors. The playgroup and the outside play areas are secure from unauthorised visitors; there are suitable risk assessments for the premises and activities; and the service is covered by public liability insurance. All accidents and incidents are recorded and we saw that they were typical for the age range and did not raise any concerns about the safety of the environment. Good hygiene practices minimise risks to children. We saw staff clean tables with anti-bacterial solution; toys and equipment were clean and in good condition and we did not see any hazards during the visit. Inspections for heating, fire alarm and portable appliances were up to date. School records showed that the playgroup undertakes regular fire drills with the whole school. Children were aware of the process and what to do when they hear the alarm. Leaders should keep a separate record of fire drills for the playgroup.

Leaders ensure the premises are very suitable, child friendly, stimulating and promote the Foundation Phase of learning. The playroom was bright and airy with sufficient space for a good range of activities as well as areas for children to relax. Play areas were well set out with resources within children's reach for choice and independence. The furniture and equipment is age appropriate and child sized. A washable floor surface allows for messy activities; dressing up and a 'café' area encourage imaginative role play; a carpeted area with cushions provides an area for reading, comfort and reflection. There is a good sized, outdoor, covered play space for all weather play, which includes a nature garden and play houses. Children also access the school playground and playing field.

Leaders provide a wide variety of good quality resources to encourage children's curiosity and imagination and support their learning and development. This included using everyday items and recycled items for crafts to raise children's awareness of environmental issues. We saw a wide range of good quality resources including books and multicultural resources that reflect the wider society and promote equality. During this inspection children enjoyed learning about Santes Dwynwen's Day (Welsh Valentine's Day) and also Chinese New Year, through stories, songs, art and crafts and food tastings.

4. Leadership and Management

Good

Summary

Leaders ensure that the playgroup is well run and correctly staffed. They ensure that children's needs are met; that policies and procedures are clear and effective; and staff are supported through supervision and training opportunities. Leaders were fully engaged in the inspection process and strive to ensure they meet national minimum standards and comply with regulations.

Our findings

The day to day running of the service is effective and it runs smoothly. The statement of purpose provides a clear description of the service and what it sets out to provide, so that parents can make an informed decision about its suitability for their children. We inspected daily registers, children's profiles and development plans, which are kept securely in the playroom and relevant information held in the school office. All the records and documents we looked at were detailed and well maintained. Policies and procedures are well written and we were told they will be reviewed at least annually. Electronic records allow leaders to have an overview of training, supervision, accidents etc for monitor and review purposes. We saw that parents had signed their contracts and to confirm that they were aware of the policies and procedures. They had also signed various permission forms and accident records. Leaders are effective and provide a good quality service.

Self-evaluation procedures are in place and leaders consult with parents, children and other professionals as part of the process. Staff gain children's views about activities through asking them or recording what they enjoy doing and how they react. We saw that staff continually evaluated activities and made changes when necessary. This evidenced that staff consider children's needs and preferences and as a result children remained engaged and enjoyed their learning activities. Leaders are aware that they need to involve children, parents, staff and professionals in a formal annual review of the quality of care and compile a report on that review. There is a suitable complaints policy in place should parents want to make a complaint. No complaints have been received by the service or CIW.

Staff are deployed effectively and are clear about their responsibilities. We found that staff ratios always met or exceeded the national minimum standard of one staff to eight children and 1:1 staffing is provided for children who have additional needs. Leaders follow safe recruitment processes and staff records contained all the required information. Staff held appropriate qualifications in child care, learning and development; paediatric first aid and child protection; and there were records of regular supervision meetings and appraisals carried out by the responsible individual. Staff said they were very happy in their work and they felt valued and supported. Leaders manage staff and resources effectively.

Leaders and staff have excellent relationships with parents and with the wider school, which greatly benefits children. Staff talk to parents to get to know their child's needs, preferences and routines and use the Foundation Phase Profile to map each child's stage of development. Leaders recognise the lasting benefit of parental involvement in their child's development and welcome parents to stay for initial sessions and to attend 'family lunch' to help children to settle. There is effective communication with parents through daily chats, records, notice board, email and newsletters. All the parents we spoke to were extremely happy with the service and many parents are volunteers and fund raisers for the school. Staff have good links with other professionals such as speech and language therapists and child protection to meet children's needs. There are excellent links with school. Children attend regular events in the wider school, which supports easier transitions for the children. Partnerships are effective and successful.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

This was the first inspection of the service.

5.2 Recommendations for improvement

We made the following recommendations:

- Keep fire drill records that are specific to the playgroup;
- follow the Welsh Government best practice guidance 'Food and Nutrition for Childcare Settings' to further promote healthy eating;
- complete the Infection Prevention and Control for Childcare Settings Audit Tool to support good working practices; and
- gather and report on the findings of feedback from parents, children and others in a quality of care report.

6. How we undertook this inspection

This was an unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited before the session commenced and stayed for the whole session.

- We spoke to children, six parents, two playgroup staff, the office administrator, the person in charge and the responsible individual;
- we observed children and staff in the playroom and outside;
- we observed children using the SOFI-2 tool to capture evidence of children's engagement and the care provided by staff;
- we inspected the premises;
- we looked at a sample of records, documentation and policies; and
- we gave feedback to the responsible individual during the inspection and to the person in charge at the end 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 Sessional Day Care
Responsible Individual	Ceri Hoffrock
Person in charge	Mary Sharp
Registered maximum number of places	20
Age range of children	3 – 4 years
Opening hours	11.30am – 3.30pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	N/A First Inspection
Dates of this inspection visit(s)	24 January 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?	This is a service that is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort in promoting the use of the Welsh language and culture. We saw a good range of bi-lingual posters, books and materials and we heard a lot of incidental Welsh as staff incorporated Welsh language and songs into every activity with children. We saw that staff have access to Welsh Language training to improve their skills.
Additional Information:	

Date Published 18/03/2020