



Childcare Inspection Report on

Christ the Word Childcare

**Christ The Word Catholic School
Cefndy Road
Rhyl
LL18 2EU**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

12/12/2019

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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 Acorns at Christ the Word childcare operates from Christ the Word Faith School in Rhyl, Denbighshire. The service is registered to provide care for a maximum of 69 children. Care is offered to children aged 2-12 years. The Responsible Individual is Dawn Anderson, who is also the person in charge in conjunction with Craig Taylor. The opening hours are Monday to Friday from 8:00 a.m. – 6:00 p.m. The service provides sessional and full day care between these times. The service operates through the medium of English and does not offer the Welsh Government's Welsh language 'Active Offer'. The service offers the Welsh Government's 30 hour Childcare Offer and provides early years entitlement, which means it is also inspected by Estyn.

Summary

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

1. Overall assessment

Children are happy and developing their learning through play effectively. Staff have a warm and friendly approach to care giving. The indoor environment provides stimulating opportunities for children to follow their own interests. The outdoor environment is currently being developed. Leaders manage the service with dedication and commitment.

2. Improvements

This is the first inspection since registration.

3. Requirements and recommendations

We have advised the responsible individual that improvements are needed in relation to keeping records, ensuring all information relevant to meeting the individual needs of children are gathered (regulation 30) in order to fully meet legal requirements. A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the service. We expect the responsible individual to take action to rectify this and it will be followed up at the next inspection.

We also made recommendations in relation to reviewing the nappy changing policy to include the procedures from current guidance and develop children's learning about recycling and sustainability.

1. Well-being

Good

Summary

Children communicate confidently and are familiar with the daily routines. They interact positively and enjoy their learning through play. Children are developing their independence well.

Our findings

Children made choices and decisions about what affected them and their opinions and interests were valued. For instance, during a dressing up activity children told staff which costumes they wanted to wear and their requests were listened to. Children had the choice of when they wanted to have their snack and enjoyed choosing fruit from the menu. The out of school club children told us they enjoyed attending because they had fun building with the construction bricks, enjoyed talking with staff and playing on the interactive games.

Children coped well with separation from their families and were comforted by staff when needed. They approached staff with ease and they had bonds of affection with them, happily sitting on their knee to have a story read to them. Children were familiar with the daily routines and showed us how they lined up to form a train before walking to the school hall for their lunch. They were praised with positive language for their efforts and this made children feel good about themselves.

A supportive, calm and relaxed atmosphere enabled children to manage their interactions positively. For example, two friends shared the various containers in the exploration tray to scoop the oats and glitter mixture. Other children followed instructions well when being asked to collect their soft cushion to sit for circle time. Children used good manners when they took turns to use the tweezers for a focused activity and respected prayer time.

Children were active and curious learners. For instance, during a circle time activity their pet hamster was brought to the centre of the circle. Children took turns to answer questions about how the hamster walked and made observations on how he held his food with his feet as he ate. They told us and reminded each other to talk and sing quietly so as not to frighten the animal. Children were developing their understanding and learning about our living world effectively.

Children enjoyed practicing using their sensory skills and while building snow men they discussed excitedly how the magic snow felt in their hands, some children said it was cold while others said it was soft to touch. During outdoor play children were developing their physical skills positively. They showed us how they jumped into rain puddles and splashed with their feet. The out of school club children enjoyed organising their own games of football and encouraged their younger friends to join in.

Children were developing their independence well. They accessed the toilets and hand washing facilities with limited support and collected their own lunch boxes in readiness for lunch time. Most children were motivated to choose and direct their play independently and effectively. For example, a child took interest to explore and consider the nativity scene figures and spoke to staff about baby Jesus. Other children enjoyed quiet time choosing to pour themselves a drink of water and talking to friends in the snack corner.

2. Care and Development

Good

Summary

Staff have a good understanding of their roles and responsibilities in keeping children safe and healthy. They manage interactions fairly and consistently. Staff plan for activities exceptionally well and provide children with interesting play and learning opportunities.

Our findings

Staff understood and implemented the policies and procedures of the service well. They were confident about the correct procedures to follow in relation to safeguarding matters. Staff had completed and updated their first aid and safeguarding training, which was suitable for the age ranges of children being cared for. Staff made sure parents were informed about accidents and incidents through consistent recording and these were signed by both staff and parent. We did not observe staff changing a child's nappy but asked a staff member if they could talk us through the steps they would take. The staff member responded in line with the service's policy but not all the requirements from current guidance had been included in this policy, in relation to potentially eliminating the risk of cross infection.

Staff had undertaken fire drills at appropriate intervals and recorded the outcome suitably. Staff encouraged children to wash their hands at appropriate times and facilitated a fun tooth brushing activity. This helped to develop children's understanding of effective personal hygiene practices well.

Staff had a warm and friendly approach to care giving. They managed interactions fairly and consistently resulting in a welcoming and relaxed atmosphere. They praised children for their efforts and celebrated their achievements positively. Staff reminded children gently about the daily routine and this helped to create a sense of security.

There was worthwhile focus on children's individual development. The person in charge led innovatively on the planning for activities. This had been completed exceptionally well with a focus on the new curriculum and children's comments. Themes and associated activities were threaded through the session, offering children stimulating experiences to develop their learning through play effectively. Staff ensured children's next steps in learning and progress were reviewed regularly and this information was shared with parents and other agencies appropriately. Staff promoted the Welsh language suitably and used simple phrases throughout the day to help children become familiar with the language.

Staff provided a broad range of play and learning opportunities for children with interesting choices. They promoted diversity appropriately and had made their own picture books to depict our wider society and varying cultures, developing children's awareness positively.

Staff had facilitated opportunities for children to develop their creativity and design skills through junk modelling and baking. They offered some opportunities for children to learn about re-cycling such as, paper. Staff responded to children's individual needs and requests in a timely manner. Photographs showed children had been actively participating in activities such as learning about parts of the body for example, drawing around their hands and painting self-portraits. This helped to develop children's observational skills well and their ability to express themselves freely.

3. Environment

Good

Summary

Leaders ensure the environment is safe and suitable for all those using the service. Toys, resources and equipment are of good quality and appropriate for the age ranges of children being cared for.

Our findings

Leaders ensured the environment was secure and visitors were recorded appropriately. The environment was safe and well maintained and staff followed regular routines to complete risk assessments efficiently and keep the environment clean.

Leaders provided a welcoming and child-centred environment with sufficient space and facilities to meet children's needs to a high standard. Toilets were clean and hand washing facilities easily accessible. Leaders provided appropriate sized furniture, toys and resources which were of good quality and condition. The layout and design of the environment promoted children's independence effectively, enabling them to explore their play area freely and make positive choices. They planned attractive learning areas which children enjoyed using. For instance, the home corner had been decorated with a Christmas tree and a wall mural of a log fire; children enjoyed this cosy space and showed us how they sat on the soft furnishings and pretended to relax by the fire.

There were good facilities for all those using the service and for confidential conversations to be held in private. They had organised an information notice board area for parents / carers. This helped to keep families informed about what was happening at the service and sign posted them to relevant agencies suitably.

Leaders had provided children with a designated area to store their personal items and this created a sense of belonging. The outdoor play area was currently being developed but the areas which were available were used appropriately, encouraging children to develop their physical skills in the fresh air. Leaders made sure children's art work was presented well, using natural materials such as hessian and black paper frames. This neutral colouring helped children to recognise their own work and identify displayed letters such as, their names, as their individual work stood out effectively. Leaders made sure children had good

opportunities to practice using their senses providing a variety of exploration trays with tactile objects and re-cycled materials to heighten their curiosity well.

4. Leadership and Management

Good

Summary

Leaders are dedicated and committed. They have a plan in place to review the quality of care. Leaders manage staff and resources well and have built positive partnerships with parents / carers, the community and hosting school.

Our findings

Leaders maintained and shared an up to date statement of purpose that provided an accurate picture of what the service offered. Policies and procedures were in place and these were implemented successfully. They had a suitable understanding of promoting the Welsh language and basic Welsh was encouraged and spoken appropriately.

Leaders were well organised and had a plan in place for regularly gaining the views of all those using the service. The person in charge told us they were in the process of creating questionnaires to distribute to children, staff, parent / carers and also for staff working in the hosting school and external agencies. They presented to us how they were already using children's feedback currently to inform planning for activities and how older children, in the out of school club, had the opportunity to contribute to meetings to discuss their ideas and what improvements could be made in the future. Collated views will be gathered to inform the review of quality of care report identifying what the service does well, what improvements are needed and what action will or has been taken.

Leader's ensured staff were suitably qualified, experienced and their training was current. We inspected two staff member's files and these met with requirements. Individual supervision meetings had been conducted affording staff an opportunity to discuss their own welfare, practice related issues and professional development through training. Appraisals were being planned. We inspected two children's individual records but leaders had not ensured all information relevant to meet the individual needs of children had been gathered to meet requirements.

Leaders have built positive partnerships effectively. We spoke to two parents / carers who told us their children were happy and settled, one parent also expressed, they felt staff were 'fantastic'. Parents were informed about what was going on at the service through social media applications. Open days and meetings with parents were also organised to enable them to talk and learn about their child's individual progress.

The innovative approach towards planning for activities had been recognised by the local authority, external agencies and the child care sector. Leaders were actively preparing a

training session for partners to learn about how to incorporate this methodology and cascade throughout services in the locality.

Leaders made sure children were as involved as they could be, with the hosting school through participating in events and attending the school canteen at lunch time to have their meals. The Head teacher of the hosting school told us that such positive partnerships has helped children to integrate and transition to full time school. Photographs of children showed them going for walks and engaging in the community, collecting autumn leaves to create a display. Leaders ensured children were being provided with enriching experiences to create secure outcomes for them.

Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

Leaders should consider:

- Including the procedures from the Public Health Wales *Infection Prevention and Control for Child care settings (0-5 years) Nurseries, Child minders and Playgroups: All Wales Guidance* in their nappy changing policy and sharing this with staff and
- providing worthwhile opportunities for children to learn about all aspects of re-cycling and sustainability to enhance their knowledge about caring for their environment.

- **How we undertook this inspection**

This was a full-unannounced inspection as part of our schedule of inspections. One inspector visited the service on Thursday 12 December 2019 from 10:05 am – 12:00 pm and from 12:15 pm – 4:35 pm.

We:

- inspected a sample of documentation, policies two staff files and two children's Individual records;
- observed practice and completed observations to capture evidence of children's engagement and the care being provided by staff;
- inspected the areas used, toys and resources;
- spoke with children, staff, the responsible individual, person in charge and two parent / carers, hosting school's Head teacher and
- provided feedback to the responsible individual and person in charge.

Further information about what we do can be found on our website:

www.careinspectorate.wales

5. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Dawn Anderson
Person in charge	Craig Taylor Dawn Anderson
Registered maximum number of places	69
Age range of children	2-12 years
Opening hours	Monday to Friday from 8:00 am – 6:00 pm. The service provides sessional and full day care between these times.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This is the first inspection since registration.
Dates of this inspection visit(s)	12 December 2019
Is this a Flying Start service?	Yes
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 children who use or intend to use the service. We recommend that the service provider considers the Welsh Government 'More than Just Words' follow on strategic guidance for Welsh language in social care.
Additional Information:	

No noncompliance records found in Open status.