



Inspection Report

Dragon`s Daycare

**The School House
Tanyfron School
Tanyfron Road
Wrexham
LL11 5SA**



Date Inspection Completed

07/06/2021

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About Dragon`s Daycare

Type of care provided	Children`s Day Care Full Day Care
Registered Person	Katie Cleverley
Registered places	31
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert 23 July 2019
Is this a Flying Start service?	Manual Insert No
Does this service provide the Welsh Language active offer?	This service does not provide an `Active Offer` of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of the children who use, or intend to use the 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`.

Summary

This is an inspection undertaken during the Covid-19 pandemic; therefore, we have focused on the priority areas for this setting and not the full quality framework

Children are listened to and are confident to share their thoughts and ideas. They enjoy attending and are settled in the familiar surroundings where they can learn and play with their friends. Children enjoy the activities and opportunities available and learn to become independent. Staff are experienced and provide suitable care and activities for the children. They keep them safe and ensure there are plenty of opportunities to be active and get fresh air. The environment is child friendly and spacious. Improvements to the outdoors has benefitted the children, giving them more space and areas to be imaginative and learn about the world around them. People who run the service understand their role and responsibility. They produce effective policies and procedures that all staff implement effectively. They review the service regularly and plan and complete positive improvements. People who run the service manage staff well and have developed a good team. They have positive partnerships with parents, the school and local community.

Well-being

Children gain a good sense of well-being. They make choices and decisions about how they spend their time as they have freedom to move around the environment and access resources. Children communicate effectively for their ages and stages of development and they happily talk to staff, ask for help and support or just generally chat, as they know they will be listened to. Children's interests and ideas are shared as part of planning and their ideas are responded to.

Children settle well and happily separate from their parents, as they are keen to arrive and join the other children. They form friendships and develop a good relationship with staff. Children know the environment well and their work is displayed throughout, giving them a sense of pride and belonging. Regular routines are in place, which allows children to understand what is going on and this helps them to feel relaxed. Children knew when they arrive they change their shoes and do the same when going outside.

Children enjoy the interactions they have and relate well with each other and staff. They respect resources, using them appropriately and most help to tidy up when asked. Before lunch children knew to tidy up the resources they had been using outside. Children are beginning to cooperate well and most are learning to understand the needs of others.

Children actively engage in activities they have chosen as they are of interest to them. Children enjoy playing outside and playing in the different areas. For example, children were having fun building different structures using the soft play cushions and one child was making themselves into a caterpillar using a toy tunnel.

Children move around the environment confidently and can freely access items they want. Children were moving from the outdoor classroom to play in a different area outside so they could go on the slide. Children go inside independently to use facilities such as the toilets and attempt to take their own shoes off when coming inside.

Care and Development

Staff keep children safe and healthy. They understand the procedure to follow if they have concerns about a child. They implement policies and procedures effectively, including those introduced due to the COVID 19 pandemic. Staff follow effective hygiene practices consistently. For example, they clean thoroughly and ensure they, and the children, wash their hands frequently. Staff provide children with healthy snack choices and give them water to drink. Staff practice fire drills on a regular basis so they and the children are aware of how to evacuate the premises if needed. Staff make sure children have plenty of opportunities to be active and get fresh air; they are outside as much as possible throughout the day.

Staff are experienced and work well together. They are caring and responsive to the needs of the children. Staff play alongside the children and support their play, learning and speech and language development. They deal with unwanted behaviour consistently and in a way that is appropriate for the children involved. Staff made eye contact and spoke to children clearly and calmly. Staff make all experiences sociable; they sit with the children during their play and during routines such as snack and lunchtime, modelling good behaviour and social skills. Staff use praise well to encourage and support children to feel pride and have a sense of well-being.

Staff use appropriate questioning to help children to learn during their play. For example, Lots of conversations took place and staff were asking questions about what colours they could see. Staff use incidental Welsh well when playing alongside the children, they ask children to count and say colours in Welsh. Staff plan and provide a range of suitable resources and activities to support children's learning and development effectively. Staff use a child-initiated strategy to plan activities. This involves staff facilitating children to have a say in what and how they learn. They consider their development needs and their interests.

Environment

People who run the service ensure the environment is secure, with external doors and gates kept locked. Appropriate checks related to COVID 19 are completed on arrival. These include track and trace and temperatures taken. All areas are assessed for risks and hazards are managed well. A record of visitors and registers of children and staff is kept so they can be referred to if needed.

The environment is well maintained and has recently been redecorated which makes the space clean and provides a welcoming environment for children to play and learn in. Rooms are spacious enough for children and extra spaces and rooms are available when needed. The main playroom has direct access to a kitchen, toilet facilities and garden area. The garden area is being improved with the introduction of a nature area that is currently being developed. The larger play area has had an outdoor classroom erected with decking area for children to use for play and learning. This new space allows children to use the area during bad weather and also allows them to have shade in sunnier weather. Children enjoyed sitting on the rugs and having a picnic style snack time outside. Children also have access to a large playground and field when not being used by the school. All areas are light, bright and children's work is displayed which provides a sense of belonging for the children. There are a suitable amount of toilets that are accessible to the children.

The environment is well equipped with a range of toys and resources appropriate for the children's ages and stages of development. There is a good amount of natural materials available to support the children in being imaginative and learn about the world around them. These include a water and digging area. Equipment provided supports children to learn to take turns and develop their physical skills, such as a climbing frame and large board games.

Leadership and Management

People who run the service play an active role in its running and have a clear understanding of the service they provide. They have produced policies and procedures that reflect the care provided and ensure staff implement these effectively. The statement of purpose contains required information needed for parents to make an informed decision about the care their child receives and it meet regulations.

People who run the service regularly plan and make improvements. They have completed a self-evaluation and written a quality of care report that identifies what has gone well and areas that can be improved further. They consider the views of staff, children and parents during the self-evaluation process. Recent changes to the outdoor areas has been positive and benefit to the children. People who run the service have considered recommendations made during previous inspections and made changes accordingly.

Staff are managed well and people who run the service ensure all staff are suitably qualified and experienced to care for children. There is a good team of staff, who work well together, helping the service run smoothly. People who run the service conduct regular supervisions and appraisals with staff. This allows them to identify training needs and any issues or concerns to be shared.

People who run the service and staff ensure they keep parents up to date about what their child has been doing and their progress. Staff have discussions with parents when they arrive or collect their child. Although they have less face-to-face contact with parents due to the pandemic, parents can contact the service in other ways if they wish to discuss anything. There are close links with the school, as they operate next door to each other. This enables information and the use of the environment to be shared effectively. People who run the service and staff promote children's feeling of belonging by having a positive connection within the local community. They have recently started taking children on litter collecting walks in the local area. This was after some children saw people throwing litter and wanted to do something about it.

Recommendations to meet with the National Minimum Standards

None

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

Regulation 28 of The Child Minding and Day Care (Wales) Regulations 2010. The registered person must not allow a volunteer to look after relevant children unless that person is suitable to do so.

Regulation 28 (1) (b)

Regulation 14 (1) of the child minding and Day Care (Wales) Regulations 2010. The registered person must have regard to the national minimum standards and ensure staffing ratios are consistently met.

Regulation 14 (1)

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

None

Areas where priority action is required

None

Areas where improvement is required

None

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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