



Childcare Inspection Report on

Flying Start - Penycae

**Church of the Nazarene
Stryt Isa
Penycae
Wrexham
LL14 2PN**



Date Inspection Completed

10/03/2020

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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

is registered to care for up to 12 children aged 2 – 3 years as part of the Flying Start Initiative. It operates from within the Church of the Nazarene, Penycae in Wrexham. The registered person is Janet Dean and the person in charge of the day to day running is Maryanne Young. They provide care from 9:15 am to 11:45 am and 12:15 pm to 14:45 pm, Monday to Friday, term time only.

English is the main language. This is a service that does not provide the Welsh Language 'Active Offer'.

Summary

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

1. Overall assessment

Children have a say in some of their play and learning. Care staff listen to them and make them feel valued. Children are happy and enjoy spending time with their friends and the care staff. They have access to suitable toys and resources, which helps them to learn through play. Care staff support children to lead a safe and healthy lifestyle. They are good role models and teach children to communicate and socialise in a kind, well-mannered way. Care staff know the needs of the children and plan appropriate opportunities to help them develop. The areas used by the children are safe and provide children with the room they need to play and these are well organised. The toys and resources are of a good quality and are kept clean and well maintained. People who run the service make sure they manage it well. Self evaluation is completed regularly and improvements are made as a result. There is a good team of care staff who work well together, however staff files need to be reviewed to ensure they meet regulations. People who run the service and care staff develop good partnerships with parents, the local school and outside agencies. They use the local area and places of interest to help them provide a range of experiences for the children.

2. Improvements

Since the last inspection the service has;

- updated policies so they reflect current practice

- ensured staff receive regular supervisions and annual appraisals
- reviewed the statement of purpose which now meets regulations
- and daily checks are completed on the areas used and these are recorded

3. Requirements and recommendations

We informed the registered person that the service was not compliant in relation to Regulation 28 (2) (b) (ii) of The Child Minding & Day Care (Wales) Regulations 2010. Staff files did not contain all the required information.

We have not issued a non-compliance notice on this occasion. This is because there is no immediate or significant risk to or poor outcomes for people using the service. We expect the registered person to take action to rectify this and we will follow this up at the next inspection.

We made a recommendation relating to care and development.

1. Well-being

Good

Summary

Children make choices and have a say in what they do and how they spend their time. They are happy and enjoy playing together. Children learn through enjoyable play and have opportunities to be independent.

Our findings

Nearly all children talk freely about what they are doing and about what they have done outside of the service. They choose where they want to play and decide if they want to play alongside others or on their own. Children move around the room and make choices. For example, they were given a range of sandwich fillings to choose from at snack time and at circle time children could choose if they wanted to join in with a game or not. Children who are still developing their verbal language are able to communicate using hand gestures and care staff learn to understand these.

Children feel relaxed because care staff make them feel valued. They are happy look forward to choosing what they can play with. Children feel safe because they know what is happening throughout the session. For example, children knew that after circle time they needed to wash their hands ready to brush their teeth. Most children are proud of what they do and want to show others. For example, a child was showing us a box and shaking it, wanting us to guess what was inside.

Children get on well together. They learn to share with only some small reminders from care staff. For example, when a child wanted a bike another child was on, they took turns on it. Children share and understand that sometimes they have to wait, such as, during circle time, children waited for their turn to choose a ribbon from the bag. Children help to tidy up and most children ask care staff for toys they could not reach themselves.

Children learn through fun activities. There were lots of smiles and laughter, as children clearly enjoyed their play. The range of toys and resources available allowed children to take part in play they had chosen. This was either alone or with other children or care staff. For example, a child was enjoying sharing a book with a member of care staff.

Children have chances to try things for themselves and to make choices. They move freely around the room and decide where and what they want to play with. The routines and facilities allow children to have some independence. For example, children self register by choosing their photo and placing it on a board under either the happy or sad face, with care staff asking why they feel that way, helping children to understand their feelings.

2. Care and Development

Good

Summary

Care staff make sure children are kept safe and they help to teach children to have a healthy lifestyle. Care staff teach children good language and communication skills through happily chatting and playing alongside them. Children have chances to be independent and care staff plan activities to help them learn.

Our findings

Care staff keep children safe. They make sure everything is clean. Care staff and children wash their hands frequently and children brush their teeth daily. Care staff have paediatric first aid training and accidents and incidents are recorded and then shared with parents. Registers are kept for children and staff meaning everyone can be accounted for in an emergency.

Care staff encourage and support children to be healthy. They make sure children enjoy spending time in the fresh air and being active every day. Drinking water is freely available and children are provided with healthy snacks.

Care staff are good role models for the children, supporting them to be well mannered and polite. They celebrate children's achievements through using words of praise. They help children to develop their social and language skills through lots of conversation and chatting during play, learning and routines such as snack times. Care staff make children's play more interesting through asking questions or just playing alongside them. For example, a member of care staff and a child happily played with the sand, taking turns to put the sand in a bucket to make a sandcastle. Good routines are followed so children learn what is happening next and what is expected of them. For example, a two minute warning is given before it is time to tidy up.

Care staff know children's likes and needs and plan play and learning activities they enjoy. They are fully aware of children needing individual or extra support and work well to plan appropriately, working in partnership with outside agencies if needed. Observations are made of the children and these are then recorded so care staff are aware of their development. Care staff make sure children can access toys and resources themselves so they can develop their independence. Coats and children's personal belongings are available in the main playroom so children can get them themselves without having to ask. During snack time care staff give out the cutlery, food and drinks for the children, therefore not giving them much opportunity to be independent during this routine.

3. Environment

Good

Summary

The areas used by the children are safe. They give children enough room to play and are well organised. The toys and resources are of a good quality and are kept clean.

Our findings

The rooms and outdoor area used is safe. The gate is locked when children are outside and care staff make sure there are no new potential hazards by completing daily checks. All spaces used by the children are kept clean and well maintained. Care staff do risk assessments on the rooms and outdoors and eliminate or manage any potential hazards well. For example, all radiators have been covered, meaning children can not touch them.

The main playroom is organised well and it is large enough for children to play and learn safely. Children have the space to play in the different areas set up for them without getting in the way of other children. This includes a home corner, water play and painting space. Care staff display some of the children's work so they have a sense of value and feel proud. Care staff make the outdoor area a place that children enjoy. They make the best of the room available and make sure children have access to a range of different experiences. For example, digging area, musical area and space for bikes and scooters.

The playroom has a good range of quality toys and resources these are stored within easy reach meaning children can access them themselves. The shed outside ensures play equipment can be put away at the end of the day so it is kept clean and all of what was available was well maintained. Toys and resources are varied and of interest to the children. There is a mix of plastics, real and natural materials. For example, in the home corner, there are real teapots and milk jugs and in the investigation area there are pieces of wood and a plant. Care staff give children a chance to learn about different cultures through providing them with multicultural toys such as jigsaws and books.

4. Leadership and Management

Adequate

Summary

The service is managed well and people who run the service make sure they regularly self evaluate and make improvements to the care they provide. Staff are managed well, however, improvements are needed to ensure staff files meet requirements. Good partnerships are developed that benefit the children.

Our findings

People who run the service make sure they manage it well. Policies and procedures are up to date and reviewed regularly. The statement of purpose reflects the care and service being provided and gives parents the information they need. Records, including children's registration documents, are completed. Personal information is stored securely but is accessible if needed.

People who run the service understand the importance of evaluating the service and care they provide so that improvements can be made. They complete a written quality of care review annually and this shows that the views of others are collected and considered. These include the views of parents, children, staff and outside agencies. People who run the service identify what they do well and areas that need to improve, and improvements are planned.

People who run the service have a good team of care staff who work well together. They understand their roles and responsibilities, which helps the sessions to run smoothly as they know what they are expected to do. For example, care staff knew who prepared snack, who read the story to the children and who was in charge of taking children to wash their hands. Most of the required information was available in the staff files; however, some were not complete. We expect the people who run the service to take action to address this and we will follow this up at the next inspection. People who run the service make sure staff have regular opportunities to share information and that training needs can be identified.

People who run the service and care staff make sure they have a good relationship with parents/carers. Information about the child's day and development are shared when they arrive and when they are collected from the service. The service forms a good relationship with the local school with care staff taking children for settling in sessions before the children start school. The service effectively uses multi agencies to support children and parents/carers who need it. Care staff plan visits to local places of interest such as the library and they invite people to come to the service to talk to the children and events are also organised that parents can come along to.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made the following recommendation;

- to allow children to be more independent at snack time

6. How we undertook this inspection

This was an unannounced full inspection undertaken as part of our schedule of inspections. One inspector visited the service on 10 March 2020 from 9:45 am to 13:15 pm.

We:

- Inspected a range of documentation including, policies and procedures, registers, three staff files and four children's files
- observed practice and completed observations to evidence the children's engagement and the care being provided by staff;
- spoke to the children, staff, person in charge and registered person;
- inspected areas used by the children
- gave feedback to the registered person on the day.

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
Registered Person	Janet Dean
Person in charge	Maryanne Young
Registered maximum number of places	12
Age range of children	2 – 3 years
Opening hours	9:15 am to 11:45 am and 12:15 pm to 14:45 pm, Monday to Friday, term time only.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	8, 10 and 17 March 2017
Dates of this inspection visit(s)	10 March 2020
Is this a Flying Start service?	Yes
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 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's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'
Additional Information:	

No noncompliance records found in Open status.