



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

3 @ Cradoc

**Cradoc Primary School
Cradoc
Brecon
LD3 9LR**



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Description of the service

3 @ Cradoc full day care wrap around service was registered by CSSIW (Care and Social Services Inspectorate Wales) in April 2017. They provide full day care for a maximum of 48 children. The responsible individual is Bethan Roberts on behalf of Powys County Council and the person in charge is Teresa Davies. The service is open Monday to Friday, 9.00 a.m. to 3.30 p.m. during term time only. The service is located in the early year's department of Cradoc County Primary School and is part of an open plan early years area of the school. The service is situated on the outskirts of the rural town of Brecon, Powys. The main language of care is English.

Summary of our findings

1. Overall assessment

CSSIW found that children are well settled and comfortable at the service. The children benefit from a service that is thoughtfully planned and extremely child centred. Staff have warm and caring relationships with the children. Children are cared for in a safe, clean and child friendly environment. They enjoy and experience a wide range of good quality educational activities and play opportunities which children are confident to play, learn and explore. Leaders work in partnership with parents and other professionals in health and education to ensure that children's needs are identified and addressed appropriately so that they benefit from the service. Parents are very happy with the service and they feel that their children have developed significantly through attending. They told us they are fully involved in their children's play plans and that the service has taught them to support their children's development at home.

2. Improvements

During the course of the inspection the provider has:

- implemented a new incident and accident system. This new system now includes each child having an individual page to enter details of any accident that has happened in the service;
- implemented a new risk assessment process which includes an overall updated comprehensive checklist having been completed as well as the procedure of daily check lists being completed each morning to start in January 2018;
- completed new staff files;
- booked a first aid training course for staff members for January 2018 and
- updated and reviewed the following policies and procedures-

- entry forms for 3 @ Cradoc;

- handbook and statement of purpose;

- child and parent participation policy;

- confidentiality policy;
- child protection appendix;
- administration of medication form;
- assertive discipline and behaviour policy;
- data protection policy;
- e-safety policy and
- equal opportunities policy.

3. Requirements and recommendations

None

1. Well-being

Summary

Children feel very safe and happy within their environment and with their carers. Children settle quickly and have opportunities to make extensive age-appropriate choices. They are developing their self help skills effectively. They thoroughly enjoy the excellent choice of interesting activities, play opportunities and experiences available and are becoming successful independent learners.

Our findings

1.1 To what extent do children have a voice?

Children have a very positive voice and their communication is valued and they are listened to when they communicate and express their views and needs in a variety of ways.

Children's verbal and non-verbal communication was listened to. Their views were valued. For example children had free choice of play activities and where they wanted to play, playing both alone or as part of a group. For example we observed children independently choosing to play with sand "measuring and pouring". Children also expressed their preferences when they did not wish to take part in sand play with a clear 'no' and moved confidently to the activity of their choice. Children thoroughly enjoyed the discovery and construction play both indoors and outdoors. Some children were seen to be choosing army trucks and vehicles, letting us know that they were carrying aeroplanes and helicopters that had "broken down" and that they were "helping people in trouble". They were able to access the play dough from the storage boxes themselves and sit on chairs at the tables when they wanted to play with play dough and puzzles. We saw children enjoying creating their Christmas wreath decorations. It was clearly evident that children are an integral part of the planning at the service because we saw evidence that children views and contribution was included and valued with play being very much child led.

Children have a strong voice at the service.

1.2 To what extent do children feel safe, happy and valued?

Children feel safe and happy; they have excellent and positive bonds with their carers and their peers which gives them a sense of security and belonging.

Children arrived at the service happily and settled quickly before confidently going to staff or their preferred play area. They had developed very good bonds of affection with the staff and we saw children having plenty of cuddles and reassurance. Children played and communicated with staff in a relaxed and comfortable manner. We saw children approaching staff for cuddles throughout our visits. Parents and carers told us that their children were very happy and settled at the service. Children were happy and content and smiled and laughed as they took part in activities and followed the daily routine. Children

knew the routines very well; they participated in tidy up time as well as circle time and story time and knew where items were stored.

Children feel valued settled, happy and comfortable.

1.3 How well do children interact?

Children play extremely well together, they co-operate and are beginning to be considerate to each other and are learning the importance of sharing and turn taking.

Children interacted well with each other and they were beginning to take turns and share items. For example they waited for their turn on the outdoor equipment such as the sit and ride on toys and shared play dough cutters and glue during a craft activity. Children were beginning to demonstrate their feelings and consideration for others. For example, when one child fell to the floor another child went to assist the child and checked if the child was okay or needed help. The child was evidently a little shocked and upset at first; however the child's friends assisted in the process of ensuring that the child was soon smiling again and back playing. Another child asked a friend kindly to "watch my cake please, don't break it" during a play dough session and this request was respected by the other child. Children's behaviour was extremely good and we heard them say "please" and "thank you" without being prompted. Another child assisted one of his friends with cooking and dressing babies in the home corner. They confidently approached staff for comfort and support for example to help tie their laces or to put on their shoes and coats.

Children interact very well with each other and staff.

1.4 To what extent do children enjoy their play and learning?

Children are engaged and are interested in their play. Children sustain interest for an age-appropriate amount of time and benefit from a wide range of play opportunities that support their development.

Children were developing well and they were able to choose independently from a wide array of activities on offer to them as well as more structured activities that had been planned. The children at the service looked forward to circle time and were motivated and eager to get seated for the activity. During snack time children thoroughly enjoyed the interactive buffet style snack time. They enjoyed placing the coins in the till to pay for their snack and drink as well as help themselves to the wide choice of very healthy snacks in the form of fruit, vegetables and protein on offer to them. Children were bubbling with enthusiasm and showed the excitement in their facial expressions when they joined in and asked questions of the staff about Christmas and various topics. Snack time was very sociable. During story time the children were encouraged to use new vocabulary that was being used to describe the monsters, such as 'frightful', 'horrid', 'scary', 'roar' and 'cute'. The children laughed with delight and a sense of achievement as they joined in with the story. Welsh was also

introduced at the service. Children had plenty of opportunity for planned and free play activities to select from for both indoors and outdoors.

Children thoroughly enjoy their play and learning experiences.

1.5 How well do children develop, learn and become independent?

Children are developing their individual skills well and have plenty of opportunities to learn and become independent.

Children had access to rich and imaginative play opportunities. Toys, equipment and resources were arranged so that children could help themselves. The routines and staff-led activities supported children's development. Children had numerous and interesting opportunities to develop their physical skills. Children independently negotiated and explored the outdoor play areas well and experimented using different play stations including the garden, discovery area and construction area. They also confidently went on the sit-on and ride-on toys in the outdoor play area. The children were able to access outdoor play as an integral part of their daily routine. We saw children enjoying a sociable snack time with the children sitting around a small table happily chatting to one another. One child was appointed to issue plates and cups and embraced this role proudly, offering children "llaeth" (milk) or "dwr" (water). Children poured their own water into their plastic beakers from small jugs and individual milk bottles. Children's social and language skills were developing well. They communicated confidently with each other, with staff and with us. All the children attending helped to tidy up toys. Children who were able also used the toilet and wash their hands independently with minimum support.

Children develop and learn well and have excellent independence skills.

2. Care and Development

Summary

Staff are very kind and caring. They interact extremely well with children; they show genuine affection towards them and work effectively to promote their learning and development and have an excellent understanding of the children's needs. Staff have undertaken appropriate training and keep children safe. They understand and follow the service's procedures to safeguard children.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff work effectively to keep children healthy and safe.

Staff ensured that children were provided with well balanced and varied snacks. The self service style buffet arrangement ensured that the children had full benefit daily of the service's healthy eating policy. The children had an array of fruits or vegetables and some protein such as cheese cubes. Children were encouraged to try "new" fruits such as mangos accompanied with a choice of milk or water to drink. At lunch time children could either bring in their own lunch packs from home or opt for the daily meal provided from the school kitchen. We observed children heartily eating a meal of fish fingers, peas and potatoes followed by chocolate rice cakes. Staff ensured that all children washed their hands prior to food and had individual wipes to wipe their hands and faces following snack and lunch.

Staff provided us with their safeguarding policy and when questioned staff were clear about their child protection responsibilities and who they should report any concerns to with regards to keeping children safe. All of the staff had up to date training in child protection. The person in charge confirmed that she had received information on the prevent duty and radicalisation and this information has now been included in the safeguarding policy. Medication records demonstrated that the staff were following the medication policy which included a record of when the last dose of medication had been given. The provider also confirmed prior to the production of this report that the administration of medication forms had been reviewed and implemented at the start of the new spring term 2018. Staff followed appropriate hygiene procedures when changing nappies and encouraged older children to wash their hands when they had been to the toilet and before they had food. Staff took children to play in the outdoor play area and for walks in the local area on a regular basis. A sample of accident and incident records seen confirmed that staff had been maintaining and completing regular and clear accident and incident records in relation to all minor events. Prior to the production of this report the provider confirmed that a new incident and accident system had been implemented to include each child having an individual page to enter details of any accident at the service.

Staff consistently and successfully keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff know the children very well and are very good role models. They are consistent in their approach and provide a nurturing and caring environment.

Staff employed positive behaviour management techniques. They rewarded good behaviour by giving specific praise, such as “good sharing” and “well done”, and reminded children whilst playing together “what do we need to be when we are waiting our turn?” – We heard children replying unanimously “patient”. Staff, at circle time, gave the children stickers for various achievements, such as ‘nice sharing’, ‘good listening’, ‘excellent story telling’ and ‘good job tidying up’. Staff supervised the children well and were responsive to their needs. We saw several examples where staff resolved potential behavioural issues through distraction or discussion with the children. For example, when two children wanted the same toy vehicle, a staff member offered the choice of different toy vehicle which resolved the issue. All staff modelled appropriate behaviour by speaking positively and kindly to each other and to children. They managed behaviour consistently throughout the sessions with all staff using, “no thank you” as a reminder when behaviour was inappropriate or children were not sharing.

Staff are excellent role models and are highly effective in interacting positively with children and promoting good behaviour.

2.3 How well do practitioners promote children’s play, learning and development and meet their individual needs?

Staff know and understand the children well, provide appropriate levels of support and effectively promote their development.

Staff knew the children well and were aware of the children’s individual needs and preferences. Staff enthusiastically played with the children, sang songs and counted numbers. Staff promoted children’s language development by repeating words and numbers. Children were encouraged to develop their imaginative play fully. For example we observed two children thoroughly engaged in placing animals in a farm they had designed and constructed. They were animated to share with us that they had created stables for horses, sheep and goats on the ground and first floor and built a bridge for the animals to enter the farm house. Staff introduced Welsh into the service through numbers, colours, the weather, weeks, months of the year, greetings as well as simple sentences. They had also labelled many items in the base room bilingually. This was evident at snack time when the staff used prompts to encourage the children to ask for water, milk and fruits in Welsh. For example, “would you like a drink?” “Wyt ti eisiau diod?” this was followed by “os gwelwch yn dda” and “diolch”. Staff ensured that children were physically active by taking part in regular outdoor play. They regularly asked children what they wanted to do next and offered activities such as paint, water play or free play. Staff provided the children with different activities and play opportunities throughout the day and had established a clear routine which the children were familiar with. For example, they knew when to sit at the table for snack. Staff were able to tell us about the children’s preferences, needs and stages of

development. They observed children regularly and kept records of their progress. Staff demonstrated a good knowledge of this in both the children's 'all about me' information as well as the individual developmental profiles.

Staff significantly promote children's individual needs and their learning and development.

3. Environment

Summary

Leaders provide an excellent stimulating, well equipped, safe and suitable environment for children. There is a vast supply of resources and equipment to meet the children's needs and leaders ensure that they check the environment and resources regularly.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Leaders ensure that the environment is safe, clean and secure. Leaders identify any risks to children and so far as is possible, eliminate or reduce them.

Leaders ensured that the environment was safe and secure at all times. A secure entry system was in place. Leaders completed risk assessments and reviewed them regularly and ensured that the environment was suitably free from potential risks to health and safety at all times. Heating appliances and portable appliance test (PAT) had been undertaken and were up to date. Leaders had attended updated food hygiene training. Leaders practised and completed fire drills with children on a regular basis and records were in place.

Leaders effectively ensure the safety of the environment.

3.2 How well do leaders ensure the suitability of the environment?

Leaders provide suitable premises, which are child friendly and stimulating. The layout promotes children's independence and the ethos of the Foundation Phase.

Leaders ensured that the premises both indoors and outdoors were welcoming and friendly. The main base room displayed the current theme of 'Christmas' colourfully and brightly within the setting. Each area provided a rich environment for play and learning within the main base room and outdoors and provided plenty of choice in the form of rotational work stations. The available space and facilities were used to the optimum in order to meet the children's needs. Resources were stored in open boxes on low level units so that children could access them easily. Both the internal and external space was arranged in the form of rotational work stations in line with the ethos of the Foundation Phase for early years learning and development. Leaders ensured that the premises promoted independence and allowed children to undertake suitable risks.

Leaders ensure that the environment is highly suitable for the children and staff.

3.3 How well do leaders ensure the quality of resources and equipment?

Leaders provide children with an extensive range of toys, equipment and furniture that are appropriate for their needs and of a good quality.

Leaders ensured that children had access to furniture, equipment and toys that were appropriate for their age, needs and developmental stage both indoors and outdoors. For example, there was an extensive range of books with the book corner containing a good range of Christmas themed books in line with the current theme. We also saw that dolls, cars, jigsaws, water play, sand play; table top play, craft, role play and dressing up, blocks, soft toys and educational toys were easily accessible to children. Leaders had created an interesting and stimulating outdoor area, which provided excellent opportunities in line with the Foundation Phase. The section for physical free play included a garden, discovery area, nature corner as well as an array of sit on and ride on toys, hula hoops and balls. Daily risk assessments included the checking of toys and resources. There was evidence of cultural awareness, celebration of various festivals as well as the promotion of the Welsh language. There was bilingual signage and wall mounted displays which reinforced the current theme and leaders provided plenty of creative incidental learning opportunities which were very apparent throughout the service. Very bright and interesting Rangoli pattern work was also on display in the main base room.

Leaders are successful and effective in ensuring that resources and equipment are high quality and support children's learning and development. There is a wide range of toys, resources and equipment available.

4. Leadership and Management

Summary

Leaders have a clear vision for the service. Leaders are committed to monitoring and improving the service. There are effective partnerships in place with parents and the local community. Leaders manage the service well.

Our findings

4.1 How effective is leadership?

Leaders comply with the relevant regulations and national minimum standards. They maintain up to date policies, procedures and records sufficiently and overall these translate into sound practice.

Leaders had an informative statement of purpose which was compliant with the regulations. There was a comprehensive range of policies and procedures which had been reviewed and updated. Leaders maintained the required records in relation to children's personal information, contracts, accidents, emergency medical consent, incidents and attendance. In addition, leaders had informed us prior to the production of this report that a number of policies, procedures and relevant documentation had been updated and were to be implemented in Jan 2018.

Leadership is good.

4.2 How effective is self evaluation and planning for improvement?

Leaders have an effective system in place for reviewing the service and plan to make ongoing improvements.

Leaders had implemented a process for reviewing their service and making improvements, which included issuing questionnaires to parents and carers. Leaders had also completed an annual report on the quality of the service and provided us with a copy of the completed report for 2017 following the inspection. In discussion the leaders told us that they were keen to improve the service and would consider the feedback received. The responsible individual had also returned the completed Self Assessment of Service Statements (SASS) 1 and 2.

Leaders are continually striving to make improvements to their service.

4.3 How effective is the management of practitioners, staff and other resources?

Leaders implement an induction process and contingency arrangements are in place for staff absences.

We looked at a sample of staff files which showed that leaders had completed most checks on staff. However, of the sample of files seen and held at the service some were not fully compliant with the regulations as they were missing the following information:

- proof of identity and
- evidence of regular supervision and annual appraisals.

This was because some of the information was held in the main school staff files kept in the school office. However, this issue had been identified and rectified during the course of the inspection and we had received confirmation prior to the production of this report that new staff files had been completed. Leaders told us that they had arrangements in place for staff absences.

Leaders appropriately manage staff.

4.4 How effective are partnerships?

Leaders have good relationships with the parents and external agencies. They share information with parents and carers, and receive support from various agencies. Leaders promote children's experiences and learning via local community resources.

Leaders had effective partnerships with parents and carers. The service had a 'partners with parents' policy and they offered open days and had instigated links with Mother and Toddler groups. These sessions were held frequently at the school in the form of joint craft session with the pre school children and also to join in with "Shake, Rattle and Roll" preschool music. These music sessions were organised and delivered by members of South Powys Music who provided practical musical experiences for the children they worked with. The purpose and of the music sessions was to provide the preschool children, mums and toddlers with the experience of inspiring the benefits of pre-school music through simple songs and rhyme, action songs, role play, props and puppets and experimenting with using instruments. All children as well as parents and carers were seen to be totally engaged, clapping enthusiastically to the rhythm and in time to the cello and piano and enjoying the experience of trying out the various musical instruments.

The leaders and staff kept parents regularly informed about their child via a range of methods including weekly newsletters and verbal feedback. Parents and carers had the opportunity to speak to staff when they collected their child. During the inspection, we heard staff telling parents about their child's day. We spoke to five parents/ carers who had come to collect their children from the service and they all said how highly they valued the service and how well their children had come on. Leaders also have very good links and partnership working with Cradoc County Primary school as a whole but especially the early years departments due to the very open plan nature of the service.

Leaders have effective partnerships.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

None

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 1 and 5 December 2017 for approximately eight and a half hours. Feedback was provided at the end of the second visit. We:

- inspected a sample of documentation and policies;
- observed practice during the visit and completed observations on two children using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff and
- spoke to children, parents/carers and to the staff.

Further information about what we do can be found on our website www.cssiw.org.uk

About the service

Type of care provided	Childrens Day Care Full Day Care (Wrap around)
Responsible Individual	Bethan Roberts
Person in charge	Teresa Davies
Registered maximum number of places	48
Age range of children	From the age of 3 years until they enter full time school
Opening hours	From 8.00am to 3.30pm Monday to Friday (term time only)
Operating Language of the service	English
Date of previous CSSIW inspection	First inspection following registration as full day care wrap around in April 2017
Dates of this inspection visit(s)	1 and 5 of December 2017
Is this a Flying Start service?	No
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 is working towards providing an 'Active Offer' of the Welsh language and demonstrates significant effort to promote the use of the Welsh language and culture.
Additional Information:	