Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Dwylo Da

Victoria Road
Pen-y-groes
Caernarfon
LL54 6HD



Date Inspection Completed

08/06/2023

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About Dwylo Da

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Dwylo Da Cyf
Registered places	23
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	2 November 2018
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

Well-being	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

For further information on ratings, please see the end of this report

Summary

The children are happy and settled and make choices about how to spend their time. They feel safe and confident in the setting as they have developed positive relationships with the staff and each other. The children enjoy the activities available to them and they concentrate well on tasks.

The staff understand their responsibilities with regard to keeping children safe and healthy. They know the children well and speak to them in a warm and friendly manner. The staff plan a variety of stimulating play experiences for the children to help them develop good social skills.

Those responsible for running the setting ensure that all the areas used by the children are safe and welcoming. The toys and resources are of good quality and provide plenty of opportunities for the children to learn and develop their skills.

Those responsible for running the setting are committed to ensuring that the service is managed effectively. They share their vision for the service with the staff, supporting them to follow policies and procedures effectively. Those responsible for running the setting endeavour to provide a high-quality service to the children and their families.

Well-being Good

The children are happy and settled and make decisions about how to spend their time in the setting. They move freely around the activities available and follow their own interests. The younger children can also follow their individual routines and preferences with regards to nap and snack times and the staff plan around this. For example, when children are tired during lunch time they can go have a nap and the staff will save them some food so they can eat it later on. The children are confident when asking the staff for help when required and when expressing their wishes, knowing that the staff will respect those wishes. For example, when asking to create a car wash in the outdoor play area, with the staff helping them set up the water and equipment.

The children feel safe as they receive care from staff members with whom they have developed warm relationships. They feel happy asking the staff for comfort when needed. For example, approaching the staff for comfort after a fall or if they were tired. The children are confident when speaking to other adults visiting the setting as they feel safe and secure. The children make friends and chat with each other during lunch time and play time, smiling and laughing frequently.

The children enjoy their play and concentrate well whilst exploring the range of activities available to them. They are eager to involve the staff in their play. For example, the children were eager for a member of staff to come outside and play with them and she explained that she would go out as soon as she had finished changing a baby's nappy. When the member of staff went out, the children chatted happily with her and were keen to show her what they were playing.

The children listen well and are happy to help with tasks and to follow instructions. For example, when washing their hands, and when tidying up after an activity. The children play well with each other. They share toys, wait their turn and work together to complete tasks successfully. For example, when playing imaginatively with the cars and bikes, they took turns leading their friends '*i'r siop'* (to the shop) and '*adra'* (home) and chatted enthusiastically with each other while playing.

The children are given opportunities to develop their independence skills by completing tasks for themselves. For example, the younger children are given plenty of time to feed themselves during lunch time, and the staff are at hand to support and encourage them. All children have the confidence to choose which activities they wish to take part in independently.

Care and Development — Good

The staff have a good understanding of the setting's procedures for keeping children safe, and they follow them effectively. A sufficient number of the staff have completed paediatric first aid training. Detailed records are kept of any incidents and accidents, and any instances where staff administer medication to a child. The records are signed by the parents to demonstrate that they have been informed. The staff are confident about the appropriate procedures to follow should they have any concerns about a child, and they have completed training with regards to safeguarding children. The staff also ensure that regular fire drills are held so that the children and staff know how to leave the premises quickly and safely in an emergency.

Overall, staff follow effective procedures to prevent the spread of infection. They encourage the children to wash their hands as required and follow the appropriate procedures when handling food. They are aware of the correct procedures to follow when changing nappies but, at times, staff are still wearing aprons when they leave the nappy changing area. The staff encourage the children to eat healthily and to drink plenty; they provide plenty of water throughout the day and also ensure that jugs of fresh water are available outside. Children are given a healthy lunch and snacks, and other options are available if children don't like the main option or if a child has an allergy. The staff also ensure that the children are given regular opportunities to spend time outdoors, ensuring that they develop their physical skills.

The staff have formed positive relationships with the children, and speak to them affectionately and treat them with care and respect. They use effective and consistent strategies to promote positive behaviour in accordance with the setting's policy. For example, they distract children with another activity if they find it difficult sharing or taking turns, and provide a clear explanation when their behaviour is not acceptable. Staff also model social skills effectively when playing alongside the children and model saying thank you and praising each other during activities.

The staff provide a variety of fun-filled activities that they know the children will enjoy, including a good mix of indoor and outdoor activities. The setting has purposeful arrangements for identifying and supporting children's individual needs, including children with additional learning needs. Those responsible for running the setting collect plenty of information about preferences, needs and any other relevant information before children start at the setting. This enables the staff to plan effectively for the children's individual needs.

Environment — Good

Those responsible for running the setting prioritise the children's safety and ensure that the staff follow procedures to keep the children safe. For example, staff ask visitors to sign the visitors book on arrival and they ensure that the building, the premises and the outdoor areas are safe and secure. This prevents any unauthorised access to the premises. Those responsible for running the setting have comprehensive written risk assessments in place. These outline any potential risks to the children's safety and the action taken to manage or eliminate these risks. These are renewed annually, and new risk assessments are completed before any new activities are undertaken or when any matter is identified.

Those responsible for running the setting ensure that all the areas used by the children are sufficiently spacious, well-maintained and welcoming. The play rooms are decorated in an appealing way, with examples of the children's work as well as photographs of them. This gives children a sense of belonging and helps them settle in at the setting. The outdoor play areas provide a suitable range of opportunities for children to develop their physical skills, including various climbing equipment, slides, bikes and scooters. Toys and resources in the indoor play areas are stored at a low level and are well organised in boxes. The boxes are labelled but the writing on the labels is small, making it more difficult for the younger children to choose independently. The toilets have suitable facilities, with low sinks and toilets to promote the children's independence.

Those responsible for running the setting provide a good range of toys and resources which are suitable for the children's ages and stages of development. They are clean and well-maintained, and detailed records are kept of when they are cleaned and checked. Those responsible for running the setting also ensure that the children have some opportunities to explore natural materials, such as water and sand. However, there are not many opportunities for the children to play with natural resources, recycled materials or multicultural resources in the indoor play areas so that they can learn more about the world in which they live.

Leadership and Management — Good

Those responsible for running the setting ensure that the staff are aware of their responsibilities and follow the setting's policies and procedures effectively. The policies are comprehensive and provide a clear outline of the procedures to follow. The setting's statement of purpose includes detailed information and an accurate description of the service provided. This means that parents can make an informed decision as to whether the setting meets their needs and the needs of their child. All documents are checked and renewed annually to ensure they include current information.

Those responsible for running the setting are keen to ensure that they continue to develop and improve. They ask parents for verbal feedback regularly and they also send feedback questionnaires to parents and staff. Feedback is also collected from children by speaking to them and observing them daily. Those responsible for running the setting have produced a report in response to the feedback received. This report outlines the improvements which have already been made and proposed improvements for the future.

Those responsible for running the setting ensure that the staff have regular training and support to fulfil their roles effectively. Staff files are comprehensive and include all the required information, demonstrating that safe recruitment checks are in place. The staff told us that they can go to those responsible for running the setting at any time to discuss any problems or training needs. Records of supervision meetings and annual evaluations are kept in the staff's individual files.

Those responsible for running the setting share information with parents effectively. They keep evidence on file of the information collated from the parents about their children's specific needs, as well as their likes and dislikes. They send parents daily information sheets which include information about food, nap times and nappies as well as any activities the children have taken part in. The feedback questionnaires from the parents praise the setting and the care their children receive.

Summary of non-compliance	
Status	**What each one means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status

N/A	No non-compliance of this type was identified at this inspection.	N/A
28	3 staff files examined - neither complete; 3 x no full employment history; 3 x no health declaration; 2 x no birth certificate.	Achieved
6	Regulation 6 (3) (ii)(aa) of The Child Minding and Day Care (Wales) Regulations, the responsible individual must provide the Welsh Ministers with an enhanced criminal record certificate. (Schedule 1 Part 2 para 19)	Achieved

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we will highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will consider them at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
	No NMS Recommendations were identified during this inspection

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Sicrhau bod staff yn dilyn gweithdrefnau clytiau yn fwy cadarn er mwyn lleihau'r risg o lledaenu haint. Ensure staff follow nappy changing procedures more strictly to minimise the spread of cross infection.
Darparu mwy o adnoddau naturiol, wedi eu hailgylchu ac aml ddiwylliannol i'r plant er mwyn hybu dealltwriaeth o'r byd o'u cwmpas. Providing more natural, recycled and multi cultural resources to children to promote understanding of the world around them.
Labelu bocsys teganau gyda lluniau fel bo plant yn medru deall beth sydd ynddynt a dewis ohonynt yn annibynnol. Label toy storage boxes with pictures so children can understand what's inside and choose independently.

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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