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

Childcare Inspection Report on

St Giles Primary School- Early Education - Giggles

St Giles School
Madeira Hill
Wrexham
LL13 7HD



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Description of the service

St Giles Primary School-Early Education – Giggles is registered to care for a maximum of 24 children between 3 and 4 years of age. The service is provided in designated rooms within St Giles School in Wrexham and operates from 8.50am and 15:00pm during term time. The service consists of Early Years Entitlement provision for eligible three year olds as well as nursery plus provision. The registered person is Fraser Darlington and the person in charge is Lynn Rawlinson. English is the main language of communication with the Welsh language being frequently promoted.

Summary of our findings

1. Overall assessment

Children are happy and are well cared for at this service. They experience warm, attentive and stimulating care. Their well being and self confidence is enhanced by gentle, professional and well qualified staff. The environment is rich with activities that motivate children and help them acquire a range of skills. Leaders drive and sustain improvement and manage staff effectively.

2. Improvements

The children benefit from the new developments in the outdoor areas of St Giles's school such as the Forest School and the outdoor classroom which can be used throughout the year.

3. Requirements and recommendations

We made a recommendation in relation to the outdoor environment, which is included in section five.

1. Well-being

Summary

Children are happy and settled. They are respected and listened to and have a good choice of activities inside and outdoors to help them enjoy their play and learning. They interact well with each other and the adults and they are beginning to understand what is expected of them. Children have formed friendships that support them in feeling happy and safe.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to speak and communicate their needs.

Despite the potential language barrier due the diverse range of cultural backgrounds of the children attending the service, we saw children were encouraged to express themselves during their play and learning by making choices and decisions from a good variety of interesting activities. Children's requests were listened to. For example, they had a say in what type of fruit they would like for snack. Outside children were freely exploring the areas looking for worms in the digging area or choosing to play on the equipment such as sit on bikes and double trikes. A child was heard trying to name what they saw in the sky using their first language and pointing to the clouds and items blowing in the wind. The child was encouraged and helped to practice the English word and was give plenty time to do so. We saw joy, celebration and amusement when children managed to be fully understood. All attempts at communication were valued.

Children feel good about themselves because they have a say in the care they receive and know they are listened to when expressing their preferences.

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

Children enjoy attending the service and feel safe and happy.

Children were settled and content and were spoken to kindly. A child cried briefly when their knee was mildly bumped but after a cuddle and reassurance settled quickly into the familiar routine of registration followed by free play and then getting ready for outdoor play. Children had formed close bonds with the staff that cared for them and were comfortable to chat happily with them. This made children feel safe.

Children feel safe, happy and valued.

1.3 How well do children interact?

Children interact very well with each other and the staff.

Children happily chatted to each other in their play and were pleased to co operate when asked to tidy up toys and games. Most children were becoming sensitive to the emotions of others and were learning to be self disciplined. We saw two children negotiating independently about a using some out door building blocks of the same colour which both wanted, they managed to resolve this and then happily took turns. Two other children needed and received timely assistance from staff to help them take turns using the white board pen, this helped the children to cope with difficult feelings of not initially wanting to share and the disappointment of realising they needed to. Children showed good manners and were heard saying please and thank you throughout the session. Children were self aware and expressed their needs appropriately and politely such as asking for more of one type of their favourite fruit at snack time.

Children develop appropriate skills, learn how to interact well and begin to understand the importance of sharing.

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

Children enjoy their play and learning.

Children spent time concentrating on activities such as playing in the indoor mini beast area, building towers with construction toys, doing jigsaws or painting. They especially enjoyed being outside.

Children were able to explore their indoor and outdoor surroundings and concentrate for extended periods of times, they were well motivated and regularly displayed excitement and pleasure.

Children enjoy the activities provided and their play and learning

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

Children develop well, and learn skills to be independent.

Children were able to attempt things for themselves and develop self help skills. They could freely access resources they wanted as they were stored effectively. They were able to access different areas of the play room and outdoors and as the toilets were directly off the playroom, these could be accessed independently or with support if needed. Some knew how to wash their hands and during snack they poured their own drinks. Structured times such as registration and circle time were good fun where children could choose a book to be read to them, they also learned Welsh words phrases and songs.

Children learn many skills through play and develop well and are becoming independent.

2. Care and Development

Summary

Staff keep children safe and healthy in a caring atmosphere. They are good role models and manage interactions consistently using positive strategies. Staff are capable and professional, meeting the individual needs of the children. They promote children's learning through play and by providing stimulating activities.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff keep children safe and healthy.

Staff understood and implemented policies and procedures for the service. We spoke to staff members and found they knew the process to follow should they have concerns about a child. Training certificates evidenced they had completed safeguarding training. All staff had current First Aid qualifications and accident and incident forms showed they were dealt with appropriately and had been signed by parents. However, we did see that a child with a minor scratch was brought indoors for a plaster leaving one staff member alone to supervise the remaining five children all of whom could not be completely supervised due to the lay out of the outdoor environment which had concealed areas. We also observed children playing near an uncovered water butt with stagnant water and some floating litter. The children were seen to be curious about this this and as it posed a potential and unacceptable risk to children we brought this to the attention of the person in charge who confirmed that she would arrange for the local authority to remove this with immediate effect. We did recommend that leaders supply and outdoor First Aid so staff can deal with any minor injuries without leaving the area.

We saw a healthy snack of mixed fresh fruit was hygienically prepared in line with the service's healthy food and drink policy with milk or water to drink. The menu confirmed healthy food is consistently provided to children. We saw the service was part of the Designed to Smile campaign and had embedded the routines of the oral health improvement by encouraging children to brush their teeth during the Early Entitlement sessions which ran from January to July each year.

Records and discussion showed that emergency evacuation drills had been practiced more frequently given the young age of the children so that all children including new starters have the opportunity to experience the procedure. Safety awareness was also embedded in the staff's practice with children as we saw photographs of activities about 'people who help us' such as the fire service, doctors, and police including lovely displays of the children's own work.

Staff understand their roles and responsibilities with regard to safeguarding and promote healthy lifestyles effectively.

2.2 How well do practitioners manage interactions?

Staff manage interactions successfully using positive strategies.

Staff promoted positive behaviour well through celebrating good behaviour. We saw staff consistently speaking to children in a caring, considerate manner. They praised children often, for example for sharing, being kind to each other and helping to tidy away toys. They used music and singing to good effect, helping children to learn the routines for the service. Staff showed respect for children's views and managed behaviour according to the policy in place.

Staff manage children's interactions well, helping the children to be co operative and learn social skills.

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

Caring and capable staff promote children's learning and development, providing a variety of interesting experiences inside and outdoors.

Staff chatted happily with the children, creating a relaxed atmosphere and helping the children to engage with activities. We read activity plans which showed staff understood the importance of play for the age range of children, for example, interesting learning experiences were planned across all seven areas of learning with clearly defined learning intentions. We saw adult focussed activities as well as plenty of opportunities for child initiated play. We saw a strong commitment to promoting physical play, children had a range of opportunities to use, for example the outdoor Early Years areas of the school such as the forest school and outdoor classroom. In their own areas we saw children riding scooters trikes, exploring the wooden trail, and practicing their balancing and stepping skills. Two children played imaginatively in the green house made out of recycled plastic bottles, they pretended to make food out of the remaining plants and flowers which were in the area.

Staff provided a language rich environment with many opportunities to use and experience the Welsh language. For example, children answered the register in Welsh, sang Welsh songs and were encouraged to say please and thank you in Welsh. It was evident that staff consistently promoted the Welsh language and ensured it was embedded into the children's daily routine.

We saw staff recorded appropriate observations on children's progress and development. We viewed children's records which confirmed observations were relevant and recorded regularly. This enabled staff to track children's progress and developmental milestones, plan for next steps in learning and meet their individual needs.

Staff successfully promote children's all round development and ensure they consistently meet children's individual needs.

3. Environment

Summary

Leaders provide a secure and safe environment and written risk assessments ensure that staff are aware of how to keep children safe. Leaders ensure children are well supervised both indoors and outside by competent staff. The environment inspires children to explore and play indoors and outside. Resources and facilities are of a good quality and there is sufficient storage to help keep them clean and well maintained.

Our findings

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

Leaders ensure the environment is safe and secure

We saw the premises were securely locked when we arrived. Visitors were required to sign the visitor book with arrival and departure times to ensure everyone could be accounted for in and emergency and a record of visitors could be referred to in the future if required. All areas inside were safe with the exception one issue in the outdoor area which the person in charge confirmed that she intended to deal with promptly. Risk assessments were in place evidencing that staff knew what the potential risks were and how to manage them.

Leaders adhere to the service's health and safety policies and procedures and effectively ensure the environment is safe for children.

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

Leaders ensure the environment is welcoming, friendly and suitable for the ages of the children attending.

Leaders ensured there was ample play space. Areas of play were well set out at child height for children to access with ease. Good quality wooden tables and chairs and child sized toilets and wash basins enabled children to use them independently. The two outdoor play spaces and large hall were used effectively for children to benefit from a variety of physical play and exercise. Children could also freely access the small outdoor area directly outside the small playroom, we recommended that this area is kept free from weeds and that the uneven area by the door is levelled to make it more attractive and free from potential hazards.

Leaders ensure children are cared for in a child centred environment which offer rich play opportunities

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

Leaders provide children with furniture, resources and equipment that is varied, age appropriate, clean and of good quality.

We saw leaders had provided children with access to good quality, age appropriate play and learning resources. Toys were in sufficient quantity to ensure children had plenty of choice. Resources were stimulating and encouraged children to follow their own interests and furniture was appropriately sized. All toys and games were clean, of suitable design and condition and were well maintained.

Leaders ensure resources are developmentally appropriate and of good quality.

4. Leadership and Management

Summary

Leaders are highly committed, have a clear vision for the service and have suitable systems in place for the smooth running of the service. Self evaluation is effective and improvements are made considering all involved. Staff are well managed and supported which results in sustained improvement and good outcomes for children.

Our findings

4.1 How effective is leadership?

Leaders have a clear vision for the service, which is shared with parents.

Leaders have a sense of purpose and high expectations to promote improvement and good outcomes for children. For example, staff told us they enjoyed working at the service, leaders were approachable and listened to their ideas. This created a positive ethos whereby staff and leaders worked together and felt valued. We saw consistent child care practice and staff worked well as a team. There was a clear, statement of purpose. All records were well organised, policies and procedures had been recently reviewed and reflected the service provided.

Leadership is strong and has a clear sense of purpose which results in good outcomes for children.

4.2 How effective is self evaluation and planning for improvement?

Leaders promote a positive culture of self evaluation.

Leaders and staff knew their service well and promoted a positive culture of continuous self evaluation and improvement. The services; annual review contained relevant information about the service including areas of good practice and plans for improvement. Some areas for improvement had been acted upon, such as regular use of the Forest School with near future plans to develop a mud kitchen where children are free to experiment with different kinds of natural materials.

Leaders know the service well. Strengths and areas for development are recognised and action taken to maintain high standards and improve practice.

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

Leaders have systems in place for managing staff and resources.

Staff files contained all of the required documentation and evidenced staff had up to date Disclosure and Barring Safety clearances, relevant experience and qualifications. Annual appraisals and supervision of staff had taken place. Leaders told us that there is a supportive committee and ensure there are sufficient funds for purchasing new resources.

Leaders have effective systems in place for managing recruitment, identifying training needs and working with staff to improve performance.

4.4 How effective are partnerships?

Partnerships with parents, the school and other professional are positive and strong.

Leaders and staff were approachable and communicated openly with parents at the end of the session. Firm links had been established with the Early Education advisory teachers, the Family Information service and the Designed to Smile campaign. Close links with the school ensured a smooth transition between the service and school.

Leaders ensure that partnerships with parents, the school and others benefit the children and have positive outcomes for them and their families.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

Staff have an outdoor First Aid Kit so that children can be attended to outdoors and all other children remain supervised at all times.

6. How we undertook this inspection

This was a full, unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on Wednesday 4 October 2017 for approximately three hours.

We:

- Inspected a sample of documents and policies;
- observed practices and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff:
- we spoke to the children, staff, person in charge, and
- discussed our findings with the person in charge because the registered person was not available on the day.

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

7. About the service

Type of care provided	**Childrens Day Care** **Full Day Care**
Registered Person	**Fraser Darlington**
Person in charge	**Lynn Rawlinson**
Registered maximum number of places	**24**
Age range of children	**3 to 4 years**
Opening hours	**08.50am 15.00pm Monday to Friday during term time**
Operating Language of the service	**English**
Date of previous CSSIW inspection	
Dates of this inspection visit(s)	**4 October 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 does not provide an 'Active offer' of the Welsh language. This is because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.**
Additional Information:	

No noncompliance records found in Open status.