Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Flintshire Crèche Service – Flint

Gwynedd C.P. School
Prince of Wales Avenue
Flint
CH6 5DL



Date Inspection Completed

25/09/2023

About Flintshire Crèche Service – Flint

Type of care provided	Children's Day Care Creche
Registered Provider	Flintshire Crèche and Childcare Service
Registered places	21
Language of the service	English
Previous Care Inspectorate Wales inspection	4 May 2017
Is this a Flying Start service?	Click or tap here to enter text. No
Does this service promote Welsh language and culture?	**No. 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 people /children who use, or intend to use their service.**

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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

Children settle well and quickly become relaxed and comfortable in their surroundings. They have choices and access a range of resources that allow them to follow their interests and develop a range of skills. Children form relationships with staff and learn to interact well with others.

Staff implement effective policies and procedures to ensure children are safe and they promote a healthy lifestyle. Staff interactions support children in developing a range of skills through effective communication and making experiences sociable. They provide a range of suitable resources and respond well to children's interests.

The environment is effectively risk assessed so it provides a safe and secure space for children. It is well maintained and provides suitable space for children to play and learn. People who run the setting ensure resources are of a good quality and appropriate for the ages and stages of development of the children.

People who run the setting understand the service and care they offer, and they manage it well. Self-evaluation is embedded in practice and improvements are made that benefit the children. The team of staff work well together and are managed effectively to ensure information is shared and training needs identified. Good relationships are developed with parents and other agencies to support them in providing suitable care for the children and their families.

Well-being Good

Children have choices and freely move around the environment. They can choose to play indoors or outside and freely move between the two. For example, a child was playing outside and decided they wanted a dinosaur to play with. They went indoors, got the one they wanted and took it outside. Children use verbal and nonverbal forms of communication to confidently express themselves and their needs. Those with limited speech effectively show staff what they want through pointing and babbling, and staff responded well, ensuring they felt happy as they were listened to and understood.

Children settle well and very quickly, considering they only attend for a short amount of time. Nearly all children arrive happy and separate well from their parents, as they feel content and secure. Children who are a little upset and their parents, are given the support and comfort they need to help them feel relaxed and know their child would be cared for. Children are provided with the support they need to get them used to the routines and allow them to gain a sense of belonging.

Children enjoy playing alongside others and learn to share and cooperate. They are given the encouragement to help them begin to understand the needs of others. For example, children were encouraged to find an alternative dinosaur when they wanted the same one as another child was playing with. Children are learning to be well mannered and polite, saying please and thank you at appropriate times.

Children were actively engaged in an activity they had chosen to do. They freely explored the resources and environment accessing items that allowed them to follow their interests. For example, a child showed an interest in the ramp outside. They explored it on their feet first by walking up and down and then later decided to use one of the ride-on toys to go up and roll down.

Children develop a range of skills appropriate for their age and stage of development. The free availability of resources allows the children to be independent during their play. The activities provided support children to be creative, solve problems and progress in their learning. For example, children enjoyed the matching puzzles and a child tried hard to independently use the peddle bike when outside.

Care and Development Good

Staff are effective in implementing policies, procedures and routines to ensure children are safe. They have up to date safeguarding training and understand the procedure to follow should they have concerns about a child. They keep records of children and staff attendance so everyone can be accounted for. Regular fire drills ensure staff and children are aware of the procedure to follow in an emergency.

Staff undertake cleaning routines and personal care to help prevent the spread of germs. This includes encouraging children to wash their hands at appropriate times and cleaning tables before they are used for food or drink. Staff encourage children to be healthy. They provide nutritious snack such as fruits and bread sticks and offer water to drink. Regular opportunities are available for children to be active and get fresh air as they have access to the outdoor space.

Staff have a lovely manner with the children. They help create a calm, welcoming and friendly environment where children feel safe and happy. Staff use appropriate language to help children settle. They get involved in the children's play and experiences, teaching them good social skills and making their play more sociable. For example, staff sit with the children during snack, teaching them to sit together at the table. They talk with them about their experiences, making the time enjoyable. Staff use effective behaviour management strategies that are appropriate for the children's ages and stages of development. For example, they encouraged children to sit and eat their snack by using one of the toy figures. They pretended the figure was speaking to them and asking the child to finish their snack. Staff praise good behaviours such as being well mannered and sharing.

Staff provide activities and resources that promote children's curiosity and enjoyment. They allow them to be independent and choose where they want to play and effectively pick up and respond to children's interests. For example, a child showed an interest in water as they kept wanting to put toys in their drink. Staff responded well by providing the water tray outside for the children to access. They had great fun splashing and playing with a variety of animals and figures in the water.

Environment — Good

People who run the setting ensure the environment is a safe and secure space for children. Access is secure and controlled through the main entrance and visitors are asked to sign in and out. People who run the setting ensure all areas are risk assessed and hazards are managed well or eliminated where possible. For example, there is a safety gate used to prevent children from accessing the kitchen. Daily checks are completed by staff to ensure no new hazards have occurred, and if they have, then they are dealt with appropriately. These checks also allow staff to rearrange or move any items used by the other service that use the space at a different time. For example, there was a large twig hanging outside that staff had identified as being a risk to staff as they may knock their heads, so this was removed.

The environment is well maintained, light and bright. Although the room used is also used by another service people who run the setting ensure it is a child friendly space where children have suitable room to play and learn. There are suitable facilities including toilets, handwashing and a small kitchen area for preparing food and drinks. There is direct access to a secure outdoor space. The area is relatively small, but staff ensure it is utilised well and children can always access it. Outdoors has some areas for learning and space for children to ride bikes and trikes. However, opening the area up more and creating more space and developing further areas of learning would give the children more of a range of experiences.

People who run the setting effectively consider the ages and stages of development of the children attending and provide suitable resources. The developmentally appropriate toys and activities are well maintained and suitably stored so children can access them independently. Areas of learning have been created to inspire children to play. These include a home corner, small world and book corner. There are some natural materials available for children including, sand, water and pinecones.

Leadership and Management — Good

People who run the setting have a good understanding of the setting and service they offer. They make sure policies and procedures reflect current practice and are updated regularly. The statement of purpose gives parents the information they need to ensure it is the right care for their child. Paperwork is complete and organised effectively so information can be found when needed, including children's records.

Self-evaluation is embedded in practice. People who run the setting ensure they complete an annual quality of care. They collect views of staff, children and parents and use the information to make improvements. For example, they have introduced evaluation sheets for each session. This records the activities the children have taken part in and how they have gone.

People who run the setting have developed a good team of staff who work well together. They fully understand their roles and responsibilities, helping to ensure the sessions run smoothly. There is an effective recruitment procedure in place and staff files contained all the required information. This ensures staff have the right qualifications, experience and checks before starting work so they can be sure they are suitable to care for children. Regular meetings, supervisions and appraisals are held between managers and staff. This allows information to be shared and training needs to be identified.

People who run the setting develop positive relationships with parents. They provide any support they may need and share information so they can provide suitable care for their child. For example, parents complete a short profile on their child identifying their likes, dislikes and routines. This provides staff with the individual information on each child so their needs can be met. People who run the setting work closely with outside agencies to support them in providing suitable care. This includes other creche services and family support workers. This benefits the children and their wider families.

Summary of Non-Compliance	
Status	**What each 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

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 highlight these as Recommendations to Meet National Minimum Standards.

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

National Minimum Standards	
Standard	Recommendation(s)
	No NMS Recommendations were identified at 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)
To open up the available outdoor space and provide more of a range of resources to inspire children's learning and creativity.

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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