A Arolygiaeth Gofal Cymru Care Inspectorate Wales report on

Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

Hiraddug Childcare

Ysgol Hiraddug
Thomas Avenue
Dyserth
LL18 6AN

Date of inspection: February 2023

by

Care Inspectorate Wales (CIW)

and

Estyn, His Majesty's Inspectorate for Education and Training in Wales

About Hiraddug Childcare

Name of setting	Hiraddug Childcare
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Helen Jones
Person in charge	Nicola Davies, Cheryl Howe, Sarah Jerbi and Linda Thompson
Number of places	75
Age range of children	2 to 11 years
Number of 3 and 4 year old children	31
Number of children who receive funding for early education	11
Opening days / times	07:45 – 18:00 Monday to Friday Term time and holidays
Flying start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.
Date of previous CIW inspection	11/2018
Date of previous Estyn inspection	03/2014
Dates of this inspection visit(s)	28/02/2023
During this inspection, we did not visit the out of school provision provided by this setting.	

Summary

Theme	Judgement
Well-being	**Good**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Care and development	**Adequate**
Teaching and assessment **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Environment	**Good**
Leadership and management	**Adequate**

Non-compliance

We notified the provider of Areas of Improvement where the setting was not compliant with the regulations. A notice was not issued, but these are identified as areas for improvement, and the RP/RI must address these.

Information on all non-compliance will be included in an Action and Improvement Summary, which will be published on CIW's website only.

Recommendations

R1 Carry out emergency evacuation practices at least every six months to ensure that children know what to do in an emergency

R2 Use a variety of methods to help children to extend their thinking and problem-solving skills

R3 Develop an effective system of observation and assessment that feeds into planning and identifies children's next steps in learning

R4 Ensure that the setting addresses the areas of non-compliance identified during the inspection

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Well-being: Good

Children have a very strong voice at this setting. They make many choices and decisions about how they spend their time. For most of each session, children can choose what they play with and whether they play inside or outside. They use the wide range of activities and resources provided to construct their own play and develop ideas, for example working together to build robots with blocks and building them up again when they fall. All children are confident communicators, including those who do not rely solely on speech, because they know that practitioners will listen to them and respond.

Children are very settled and nearly all arrive happy and eager to start their day. They cope very well as they separate from parents and carers. The very few who are a little quiet or upset on arrival receive sensitive support and are playing happily after a very short time. Children develop warm, close relationships with practitioners and know they can speak to them about what they want, for example when asking for a puzzle or saying they want to play outside. This has a positive effect on their well-being.

Children behave very well in line with their ages and stages of development. For example, children play co-operatively together with a magnetic fishing game or alongside each other building sandcastles. Children are very familiar with the routines of the day, coming readily for group time or snack. Children learn to be respectful. They are encouraged to work together and care for property. For example, they are gently reminded not to let their robots roll from the table and break. This helps them develop a sense of belonging and community.

All children are very active and engaged in their play. They show that they are curious about the world around them as they move freely from one activity to another. As a result, children learn to concentrate and persevere, with many spending extended periods engaged in self-chosen activities such as water play or modelling with playdough. Children also benefit from worthwhile adult led group times, such as registration and story time, and nearly all join in with these enthusiastically.

Children develop and learn very well through the wide-ranging opportunities provided for them. Through moving between activities and following their own interests, children develop confidence in making choices and seeking help when they need it, for example when taking pictures with tablet computers. They develop independence and self-help skills as they manage their own belongings, put on their coats and manage their personal needs such as handwashing independently.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): Good

Many children enter the setting with skills and understanding that are, at least, at the level expected for their age. They make good progress from their starting points during their time at the setting.

Nearly all children show interest in and enjoy what they are learning in the setting. For example, when walking over a bridge made of milk crates and planks outside, they laugh and hold each other's hand as they balance on the planks. This develops their personal, social and physical skills well. They enjoy riding a range of trikes and balance bikes. They control these well and can ride up and down the newly installed road safely, dodging obstacles and each other. During snack time, they develop useful skills such as pouring their own milk into cups.

Most children's communication and literacy skills are developing effectively. Many children are happy to talk to each other, practitioners and visitors with confidence. They enjoy talking about what they are doing in the setting and what they have been doing at home. Many have a good vocabulary for their age. Most children enjoy mark making and use writing implements appropriately, such as when writing on the chalkboard outside or drawing spring flowers. Nearly all children enjoy listening to and joining in with stories. A few children predict what may happen next and how the characters' feelings relate to them. For example, when listening to a story about a bear, a few children were able to see how the bear treated their friends and how they could do the same. This contributes to their love and understanding of books and their personal and social development very well.

Most children develop their information and communication technology (ICT) skills well. For example, they use tablet computers to take photos outside and show each other what they have seen.

Most pupils' mathematical skills are developing well. They can count forward and backwards and use this knowledge in their play, such as when making igloos out of marshmallows. Pupils' problem-solving skills are less well developed. They enjoy playing with toys and resources; however, they do not often use them in different ways or use them creatively to solve problems.

A majority of children use Welsh effectively in group sessions. Many children can respond to questions about the weather and say what colour things are in Welsh, such as when painting a daffodil for St David's Day.

Care and development: Adequate

Leaders have developed a good range of policies and procedures to support practitioners to keep children safe although a very few reference out-of-date legislation. All practitioners have a very clear understanding of how to protect children and what to do if they have any concerns. Leaders ensure that practitioners complete regular safeguarding training to support their knowledge. However, the setting's arrangements for safeguarding do not fully meet requirements and give some cause for concern. This is because leaders lacked confidence in some of the procedures to follow, for example should there be an allegation against an adult in the setting.

Practitioners follow the settings policies in relation to hygiene, health and safety. However, leaders do not carry out evacuation drills regularly enough so that children know what to do in an emergency. Practitioners supervise children well and follow appropriate procedures in relation to accidents, incidents and the administration of medication. Leaders and practitioners promote healthy lifestyles for children,

providing healthy snacks and milk or water to drink. Children access the outdoors for most of the time they are at the setting benefiting from fresh air and physical exercise. Practitioners manage children's allergies effectively, including working with school staff for those children having school lunch. Practitioners can confidently meet the specific health needs of individual children.

Practitioners are very caring and supportive. They know children very well and interact with them in a warm, relaxed and friendly manner, creating a positive, calm and happy atmosphere. Practitioners respectfully speak to children and each other, making them excellent role models for children. Practitioners use techniques such as distraction and explanation as they interact with children demonstrating the behaviour management policy is embedded in practice. As a result, practitioners create an environment that promotes children's self-esteem and enables them to learn to manage their own behaviour.

Practitioners successfully meet the needs of all children, including those with additional learning needs (ALN). They identify those children who may have additional needs at an early stage and have good systems for supporting them and their families. Leaders and practitioners are proactive in seeking support and advice from outside agencies such as the local authority. As a result, all children make good progress.

Practitioners are responsive to children and join in with their play to support learning. For example, talking through the steps to build a sandcastle, discussing ideas about how to build a robot, exploring books and promoting the Welsh language. They provide some useful activities to help develop children's awareness of diversity, such as exploring Chinese New Year. Leaders and practitioners are in the process of re-developing their observation, assessment and planning system in line with the Curriculum for Wales.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Good

Practitioners know the children very well and understand what is important to each child. This child focused approach is a strength of the setting.

Practitioners use language very carefully to ensure that children feel safe and settled and promote children's language development well. They hold extended conversations with them, for example talking about what they have been doing on holiday and what they enjoyed the most and why. They take opportunities that arise naturally to extend the children's vocabulary such as when talking about aeroplanes that fly over the setting.

Leaders and practitioners regularly discuss their planning and the way they are implementing the curriculum. The learning environment has been planned very well and ensures that children can develop their skills in a way that suits them. The setting ensures that routines allow children a long period of time to become engrossed in their learning. Practitioners focus on not interrupting their learning and children have plenty of time to move freely between a range of engaging activities, both indoors and outdoors. As a result, setting planning for developing children's independence is good. However, practitioners are less confident at adding extra

resources or questioning the children to think more deeply about what they are doing or how to solve more complex problems.

Practitioners have a good understanding of assessment. They accurately assess the children as they enter the setting and plan activities accordingly. Practitioners understand the importance of ongoing assessment and its role in identifying the children's next steps and planning activities that enable children to achieve them. The setting is experimenting with new ways of recording these assessments and practitioners work closely as a team to ensure that they are useful and accessible when interacting with the children.

Practitioners develop children's Welsh skills appropriately. They use Welsh during group sessions to encourage the children to sing, count and talk about the weather.

The setting promotes children's awareness of the traditions and culture of Wales and the wider world appropriately, for example when learning about St David's Day and encouraging the children to paint daffodils or when learning about Chinese New Year and playing with chopsticks and noodles.

Environment: Good

Leaders and practitioners provide children with a rich and enabling environment that supports all areas of their learning and development and offers appropriate challenge and risk taking. They ensure that children are cared for in a safe and secure environment with suitable arrangements to make sure that they cannot leave the premises unsupervised. All areas of the setting are exceptionally clean and well maintained. Leaders have developed suitable risk assessments and consider hazards both inside and outside to ensure that measures are in place to keep children safe.

The playroom is welcoming, bright and organised. Meaningful displays decorate the walls, for example photographs of things children have done at home to help stimulate discussion and a visual display showing what fruit is on offer for snack. These displays support children to understand signs and symbols have meaning for them. Signs and labels are in English and Welsh. Children have sufficient space to move around freely and play, as well as areas to gather comfortably as a group or to relax quietly and enjoy a book. They have independent access to wide-ranging, interesting and developmentally appropriate resources and equipment. Leaders ensure that they make good use of natural and open-ended resources.

A large outdoor play area is accessible directly from the playroom. Leaders and practitioners have developed this to provide further extensive opportunities for learning and development in all areas. They place great emphasis on outdoor play and are continually developing their provision. There are many opportunities for children to explore the natural world as well as to be able to climb, run and ride bikes. The outdoor area includes a large, covered veranda which provides for outdoor play in all weathers. This is also the point for parents to drop their children at the setting and access a useful information board.

Leaders provide good quality, age-appropriate furniture and resources. Resources include some that promote cultural awareness and diversity. Leaders and

practitioners ensure that resources and equipment are clean, well maintained and appropriate for the children in the setting.

Leadership and management: Adequate

Leaders have a very close relationship with the staff team. All work together effectively and, as a result, the setting is a very happy and cosy place to be. They are very committed to the setting and do their best for the children who attend. Practitioners feel highly valued. There is a strong culture of trust and collaboration.

The setting has a suitable range of policies and procedures that leaders review regularly. This helps the setting to run smoothly. However, leaders do not know or implement all aspects of their safeguarding policy well enough.

Leaders are reflective and correctly identify what areas they need to develop. They allocate resources appropriately to these areas, for example the development of the soft road in the outdoor play area and the allocation of resources to mathematical equipment. Leaders have worked hard over several years to ensure that the learning environment, particularly outdoors, is very well developed and enables children to make progress in each area of learning.

There are sufficient practitioners who have appropriate qualifications and are highly experienced. Leaders complete annual staff appraisals. They do not carry out individual supervision meetings throughout the year, although they ensure that practitioners have access to on-going training as needed. Leaders and practitioners are reflective of the impact of this training on their practice. For example, having had training on assessment, they are highly reflective about what is working and what needs refining. Leaders encourage practitioners to make suggestions and the team collaborates to make improvements well through discussion and staff meetings. This is a strength of leadership.

Leaders have developed strong partnerships with parents and carers. The setting is working hard to increase involvement through using an online portfolio to share information and interests the children have. The setting also benefits from a good relationship with the primary school it is located in. Leaders and practitioners ensure that the movement of children between the school and the setting during the school day is seamless. The use of a consistent adult who moves with these children is highly beneficial. Leaders ensure that transition arrangements are strong and ongoing. For example, setting children have lunch with the school children, join in with the school for special events and use the school hall for a Christmas play. The setting benefits from partnerships with the local authority and specialist services such as family link workers when appropriate.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (http://careinspectorate.wales) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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Publication date: 05/05/2023

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

29	The responsible individual must ensure staff have appropriate periodic, individual supervision meetings that contribute to their personal development within the setting.	New
22	The responsible individual must ensure they and all leaders develop their knowledge and understanding of some aspects of their safeguarding policy so they are confident they can fully implement the policy and protect children in all circumstances.	New

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.

Date Published 05 May 2023