Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Ty Ni Family Centre

82 Rhosddu Road
Wrexham
LL11 2NP



Date Inspection Completed

10/01/2023

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About Ty Ni Family Centre

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Wrexham County Borough Council Child Care and Play Services
Registered places	16
Language of the service	English
Previous Care Inspectorate Wales inspection	2 October 2018
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children are happy and express themselves well. They are familiar with the routine and interact appropriately with others. They are active, curious learners and have good opportunities to develop their independence.

Staff follow suitable policies and procedures which promote children's health and safety. They are experienced and manage children's behaviour well. Staff are highly skilled and give responsive care. There are good arrangements in place to support children with additional learning needs.

The environment is clean and appropriately decorated. There are appropriate measures in place to keep the children safe. The layout and design of the building promotes independence and encourages children to direct their own play. Furniture, toys and resources are of good quality.

Leaders are competent and run the service appropriately. Most regulations and national minimum standards are followed. Leaders take advice from professionals and have strong partnerships within the community. They track and monitor children's development well. However, leaders do not always notify CIW of significant events or formally review the quality of care they offer.

Well-being Good

Children express themselves well and communicate their needs effectively. When they need help, some children confidently call staff by their first name, whilst others use gestures and sounds to make their feelings known. For example, children indicate if they want to rest and sleep rather than to play, which is listened to. Children make decisions such as choosing songs to sing by selecting puppets from a basket. They select which cereal they would like to eat and choose whether they want milk or water. Children's viewpoints and ideas are continually listened to resulting in them having a real sense of ownership over their own play and learning.

Most children are familiar with the setting's routine. When they arrive, they know they wash their hands and have breakfast, before wiping their face and going off to play. This daily activity is predictable and familiar which helps children feel confident and secure. Children are happy and have very positive bonds of affection with their key workers. They hug the staff members, smile and lean in closely for stories. They enjoy doing a 'high five' when they are proud of their work.

Children interact appropriately for their age and stage of development and are starting to be aware of other children's feelings. For example, a child shared his blocks because he could see his friend was unhappy. Some children smile and initiate conversation whilst others show affection by bringing their toys to the staff and us. Children are learning to understand and follow the rules of behaviour such as sitting down to eat and tidying up when the tambourine sounds.

Children are active, curious learners and fully engage in their play. They enjoy playing in the gloop, experimenting with their sense of touch and smell. Some children concentrate well when naming dinosaurs and show good perseverance skills when building towers. Children move freely, access a range of resources and lead their own play which has a positive impact on their well-being.

Children have good opportunities to develop their independence skills enabling them to successfully do things for themselves, problem solve, develop creatively and experiment. For example, they know they need a spoon to eat their breakfast, they help staff pour milk on their cereal, and they help themselves to cloths to wipe their own faces when they have finished. Children are confident to fetch water to soften the gloop, they come up with their own ideas and combine resources to enhance their own play and learning.

Care and Development — Good

Staff follow suitable policies and procedures which promote children's health and safety. For example, they offer well-balanced food and drinks and provide children with daily outdoor play opportunities. Staff carry out good hygiene practices such as cleaning tables and floors after use, and regular handwashing. They complete accident/incident forms accurately and share them with parents. Children's attendance registers are completed accurately but do not contain children's time of departure. The person in charge and staff know what to do if they have a concern about a child and most have made safeguarding referrals. They demonstrate a clear intention to keep children safe from abuse and neglect and are familiar with the setting's safeguarding policy. However, the responsible individual and person in charge do not know the processes well enough regarding allegations made against a member of staff and the appropriate action to take.

Staff are experienced and manage children's behaviour well. Situations are skilfully de-escalated by them having an in-depth understanding of children's behavioural needs. Staff are patient, calm and step in quickly to resolve situations. For example, when children become frustrated when having to share resources, staff offer emotional support and remind them there is enough for everyone. Staff speak clearly when giving instructions and give visual clues such as five fingers held up to show there are five minutes left. This helps children understand what is coming next and prepares them for change. Staff use Makaton well to support communication and develop understanding.

Staff are highly skilled, hardworking and nurturing. They know children and their families well which enables them to effectively meet the needs of the children. Staff watch children carefully, tuning in to their verbal and non-verbal communication skills and provide response care. For example, they gently support children to put on their outside boots, encourage them to go to sleep when tired and help them navigate their thought process when completing puzzles. The Welsh language is promoted well and staff bring children's activities to life with their energy and enthusiasm such as 'stomp, stomp stomping' the dinosaurs through the gloop which motives the children. Staff plan a good variety of play and learning experiences for the children and are exploring what 'planning in the moment' looks like at their setting. Staff work sensitively with parents when their child first starts, which ensures they feel safe and confident. There are good arrangements in place to support children with additional learning needs and the person in charge has an in-depth understanding of the Additional Learning Needs Act. Staff make good use of support services and conduct regular reviews on children's care and development plans to ensure children make progress.

Environment — Good

Leaders ensure the setting has appropriate measures in place to keep children safe. Visitors sign the visitor book upon arrival and departure, which ensures all adults are accounted for. All risks to children are identified and as far as possible eliminated. However, some written risk assessments are too generic and do not reflect the setting well enough. Regular fire drill practices are carried out which ensures staff and children know how to evacuate the premises in the event of an emergency. However, the records do not always contain all relevant information.

Staff care for the children in a clean, appropriately decorated environment. Children's work is hung with pegs on display boards. This creates a sense of belonging and encourages the children to feel proud of their achievements. The layout and design of the play space promotes children's independence as they can help themselves to resources and lead their own play. The outdoor area is well resourced and engaging. Strength and co-ordination are developed as children ride the trikes. Staff have created an area with different textures and gradients so that children can explore the concrete, grassy hill, and wooden bridge. The playroom offers enough space for children to play, and meaningful resources are provided such as construction tools, blocks and fancy-dress costumes to encourage children to make sense of the world around them.

Leaders provide good quality furniture, toys and resources that are appropriate and suitable for children's needs. Leaders show a commitment to the curiosity approach and loose parts play which is having a positive impact on children's outcomes. Staff encourage children to be inquisitive by providing baskets filled with household items, natural, tactile and sensory resources. There are a few toys and resources that promote cultural awareness such as jigsaws, books, African instruments and dolls. Staff celebrate cultural events such as St David's Day and Chinese New Year which helps children begin to understand the diverse society we live in.

Leadership and Management — Adequate

The interim manager has recently taken responsibility for the setting. Her application with CIW is almost complete, with the hope to soon be approved as the responsible individual. The person in charge is competent and hardworking and leaders have regular contact with each other. Staff enjoy their role, work well as a team and the atmosphere at the setting is welcoming. The statement of purpose needed a minor amendment but apart from that reflected the setting well. Leaders do not notify CIW of significant events such as staff closure days and safeguarding referrals, which they are required to do. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Both the responsible individual and person in charge acknowledge work needs to be done to ensure they understand which managerial tasks each of them is responsible for.

Leaders have not reviewed the quality of care offered. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. However, they do seek advice from other professionals and make positive improvements. For example, lesson observation notes show they listen to advice from the local authority advisory teacher, and following our inspection, they started to immediately make improvements.

Leaders ensure staff are deployed effectively. Appropriate staffing ratios are met and these meet most children's needs. However, at times staff feel overstretched because there are less staff, than usual, working at the setting. Leaders are trying to address this and are currently recruiting. Children's registration documents are held securely and contain all required information. Extensive records are maintained regarding children's individual needs, referrals from other professionals and detailed communication notes. Staff files contain most required documents which ensure the most suitable people are employed for their role, including all staff having a current Disclosure and Barring Service Certificate. Leaders implement an appropriate induction procedure for staff, and supervision and appraisals are usually carried out appropriately. The performance management process encourages staff to attend training. However, the responsible individual told us staff do not like appraisals and that they can feel like a paper exercise.

Leaders have developed strong partnerships. They work closely with parents and offer help and advice to the children and their families. They effectively share information with parents verbally, during review meetings and with daily feedback sheets. Parents we spoke to were very happy with the setting and the care their child receives with comments such as they are '*happy and settled*', they '*love going*' and '*love the staff*'. Leaders track and monitor children's development well and the setting's partnerships, with specialist services, are a strength.

Recommendations to meet with the National Minimum Standards

R1 To add children’s time of departure to the children’s registers

R2 To ensure risk assessments reflect the setting and contain appropriate measures in place to manage risks

R3 Leaders to fully understand their role when conducting appraisals to ensure the process is meaningful and adds value

R4 To ensure leaders and staff have a clear understanding of the process to follow should they have a concern about a colleague’s behaviour towards a child. Ensure this process is written in the safeguarding policy and shared with staff regularly

R5 To ensure fire drill records contain all relevant information including, the time of the drill, the time taken to conduct the drill and the number of children and staff present

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

16	The responsible individual had not made suitable arrangements to establish and maintain a system for monitoring, reviewing and improving the quality of care given to children.	New
31	The responsible individual had not notified us of significant events.	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.

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