Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Discover and Do

Ysgol Bro Carmel
Carmel Road
Carmel
Holywell
CH8 8NU



Date Inspection Completed

16/11/2022

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About Discover and Do

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Discover and Do
Registered places	40
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert] This is the first inspection since registration.
Is this a Flying Start service?	Manual Insert] No
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate 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	**Good**

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

Summary

Children are happy, settled and enjoy their time at the setting. They are keen to make decisions about their play and what activities they take part in. They are listened to and what they have to say is respected. Children feel safe and confidently play alongside each other. They interact well, following simple rules. Children show interest in what they are doing, are keen to do things for themselves and have good opportunities to develop different skills.

Staff have positive relationships with children; they speak with them in a kind and calm manner and provide comfort and reassurance when children need it. Staff understand their role in keeping children safe and healthy. They are caring and treat children with respect. They know the children well and ensure their interests and ideas are considered.

Most toys and resources are stored within easy reach so children can access them independently. People who run the setting have arranged areas, providing children with a range of activities. The provision includes a variety of opportunities for children to play and learn especially outdoors where they have use of the school outdoor areas.

People who run the setting are committed and understand their responsibilities in running the service. They make improvements to ensure the service meets children and their families' needs. People who run the setting ensure staff receive regular training and support to carry out their roles effectively. They share information with parents and there are good partnerships which benefit the children with the school with whom the setting shares some resources and outdoor spaces.

Well-being Good

Children like to make decisions and choose how they spend their time. They move around the available activities and space and follow their own interests. They are happy to chat to staff and involve them in their play. They are encouraged to decide for themselves what activities to take part in and how to complete tasks. They ask staff for items and choose from the resources available, which are stored at the back of the stage in a cupboard.

Children have a sense of security as they are familiar with the routine. Children feel comfortable asking staff for reassurance or comfort when needed. Children chat together during play, sharing smiles and laughter as they score goals.

Children listen well and are happy to help with tasks such as tidying up, working together to put items away. They have friendships and play well with each other, sharing and taking turns, for example pushing each other in go carts. There are very few disagreements which are quickly sorted out by the children themselves.

Children enjoy their play and taking part in activities. They concentrate well on tasks such as preparing snack and show interest in what they are doing. They make up imaginary games and children admire what their friends are doing and are keen for others to see what they are doing too, saying ‘Look at my catching?’

Children are developing well and feel at ease with the daily routine. They play together, share jokes and laugh when someone says something funny. Children are developing a range of skills. They like doing things for themselves as they are supported by staff, for example, helping themselves to a range of fillings for their wraps and deciding what they will have to drink. They are encouraged to decide for themselves what activities to take part in and choose from the resources available. They are building a range of skills and developing language through playing games and lots of conversations with staff and each other.

Care and Development Good

Staff understand their roles and follow the correct procedures to ensure children are kept safe and healthy. Staff have completed paediatric first aid training. They record any accidents or incidents appropriately and ensure these records are signed by parents. Staff also ensure fire drills are practised ensuring children and staff know how to exit the premises quickly and safely in an emergency. Staff promote healthy eating by providing healthy snacks. They encourage children to wash their hands as and when they need to and follow appropriate hygiene procedures. Staff told us children spend plenty of time outdoors.

Staff are engaged in their interactions with children. They support children to manage their behaviour and boost children's self-esteem. Staff encouraged the children with plenty of praise for even small achievements. They reminded them of simple rules such as sharing the ball and not climbing. Staff are skilful in knowing when to stand back and give the children space to do things for themselves. They are good role models as they interact well, make time for, and talk with children and value what they say.

Staff work very well together to meet children's needs effectively. They know the children's likes and dislikes and encourage them to develop their skills such as catching effectively. Staff gather information about the children before they begin attending, helping them to plan for their needs. Staff and children are happy in each other's company and share plenty of smiles with each other throughout the session. They engage well with the children; for example, they talk to them about their families and ensure each of the children are happy and busy.

Environment — Good

People running the setting make sure the environment is secure and no one can access without authorisation. For example, doors are locked, our identity was checked, and we were asked to complete the rigorous checking with the school system. People running the setting ensure the safety of the children and staff follow procedures to keep children safe. The outdoor area has plenty of natural resources and interesting areas.

All areas used by children are spacious and welcoming. People who run the setting have arranged the space into areas, providing children with a range of activities. Many toys and resources are stored at low level so children can access them independently. The outdoor play area offers opportunities for children to freely explore and play to develop their imagination and make their own choices about what they want to play with. The setting shares other outdoor resources with the school and children have access to a yard and field in which to play.

The environment is well equipped with a range of toys and resources appropriate for the children which are easily accessible and in good condition. People running the setting provide suitable items both natural and manmade ensuring children can follow their interests. For example, there are comfortable mats to play on where they can be imaginative, and an area set out for ball games. Different materials, enable children to be creative and problem solve. The people running the setting raise children's awareness about the world around them and learn about their wider society through toys and games.

Leadership and Management — Good

People who run the setting manage it well and ensure staff are aware of their responsibilities. The statement of purpose contains information, meaning parents can make an informed decision about whether the setting can meet theirs and their child's needs. The policies and procedures for the service are followed effectively, making sure the setting has a safe and inclusive atmosphere for all.

People who run the setting are keen to ensure they are continually developing and improving the service they offer and as a result they regularly seek feedback. Listening to the children is a priority as well as talking to them so they know which activities the children prefer. Following the inspection several changes were made to the provision including improved paperwork systems which addressed the recommendations. This evidences how quickly people who run the setting act to improve the provision for the children and reflect best practice.

People who run the setting ensure staff receive training and support to carry out their roles effectively. All staff members had a current Disclosure and Barring Service (DBS) check or were waiting for renewals, and complete staff files showed safe recruitment checks are in place. Staff are happy and know who to contact should they need support. The staff work well together each knowing their roles and responsibilities and taking the initiative to guide children appropriately. Staff enjoy working at the service and feel happy and well supported by management.

People who run the setting share information with parents. Relationships with parents are positive and contribute to the well-being of children. Information gathered from parents, details children's specific needs, and preferences. Parental feedback is complimentary of the care their children receive with positive relationships with staff. There are good relationships with the school with whom the setting shares resources and outdoor spaces.

Recommendations to meet with the National Minimum Standards

None.

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

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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