Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Borras Park Full Day Care Provision

Borras Park Primary School
Borras Park Road
Wrexham
LL12 7TH



Date Inspection Completed

14/03/2023

About Borras Park Full Day Care Provision

Type of care provided	Childrens Day Care Full Day Care
Registered Provider	Borras Park Full Day Care Provision
Registered places	71
Language of the service	English
Previous Care Inspectorate Wales inspection	Post registration inspection
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	Diffiniad o wasanaeth nad yw'n darparu'r 'Cynnig Rhagweithiol' 'Nid yw'r gwasanaeth hwn yn darparu'r 'Cynnig Rhagweithiol' ar gyfer y Gymraeg ac nid yw'n gwneud cryn ymdrech i hyrwyddo defnydd o'r Gymraeg a diwylliant Cymru.' 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.

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Well-being	**Excellent**
Care and Development	**Excellent**
Environment	**Excellent**
Leadership and Management	**Excellent**

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

Summary

Children have excellent opportunities to make choices and decisions, and to express their feelings. They settle quickly, are happy, and over time form good relationships with others. Children are comfortable in their surroundings, are valued and made to feel welcome. They have a strong sense of belonging and learn about other cultures. Children interact consistently well with others; they are respectful and kind. They are learning to consider the feelings of others, to share toys and to use good manners. Children thrive because they are enthusiastic learners, can follow their own interests and have excellent opportunities to develop their independence skills.

Care staff fully understand the setting's policies and procedures, and consistently and effectively implement them to safeguard and promote children's well-being. They are professional, skilful, and knowledgeable, in caring for children from two to eleven years. Care staff provide an exceptional nurturing and caring environment, where children have opportunities to lead their own play, explore and develop their ideas. They are respectful and responsive to individual needs.

People who run the setting ensure children are cared for in a safe, clean, and secure environment. There are a suitable number of staff available to supervise children. The premises are very welcoming, warm, and accessible to all. Outdoor play areas are used daily, and children can access an extensive variety of good quality resources, the majority of which are recycled and sustainable.

People who run the setting are very knowledgeable about their regulatory responsibilities and are committed to improving outcomes for children and delivering high quality care. The setting has many strengths and examples of sector leading practice which is shared with others. Partnerships with parents and carers, local authority advisory teachers, professional bodies and support organisations are very strong and effective.

Well-being Excellent

Children of all ages and abilities have excellent opportunities to make choices and decisions, and to express their feelings. For example, they communicate confidently when they respond to, and use basic sign language at snack time. They use additional resources such as the illustrated wooden spoons in a rhyme box, to support their decision making and their ability to express themselves. Children are listened to. Older children record their ideas and interests on a notice board and staff take the appropriate action to make events such as an ‘Italian Night’ happen. Children’s ideas are valued and used for example when designing a new logo for the setting.

Children settle quickly, are happy, and over time form good relationships with others. They are valued, comfortable in their surroundings, and made to feel welcome. Playgroup children are encouraged to relax with their comfort toys and soft blankets for story time. They have a strong sense of belonging because they see murals and displays of different cultures from around the World, photographs of themselves, and completed pieces of their work displayed around them. Children talk to those who look after them about things which worry them, such as using the ‘big toilet’ and know they will be listened to and supported. They are proud of their achievements and are eager to talk about their 'Wow’ moments or show others what they have been doing. Children cheerfully sing ‘hwyl fawr ffrindiau’ ‘goodbye friends’ and wave to each other when they leave.

Children interact consistently well with others, being respectful and kind. They learn to consider the feelings of others, share toys and to use good manners. They wait their turn to take berries from a bowl at snack time and are easily encouraged to co-operate. Children show respect for those caring for them and benefit from having good role models. Children look after play and learning resources and are keen to help at tidying up time. Siblings support younger children when they attend after school, setting a good example and promoting the caring ethos of the setting.

Children are enthusiastic learners, highly motivated and stimulated by their learning environment. They thrive because they can follow their own interests. They enjoy exploring items in their construction and home areas and link their experiences to real life situations. At snack time a child makes jam with their raspberries, which they then spread on their fruit bread. Outdoors children skilfully balance on tracks they make using planks of wood and invent their own games in the pirate ship. They build habitats for small world animal figures and dinosaurs, colour pictures and cook meals in their mud kitchen. Children’s all-round development is promoted through age and developmentally appropriate experiences. They can problem solve and be imaginative. After school, children show others their musical skills using an electronic keyboard, whilst others make pretend ravioli with dough and herbs and challenge staff to arm wrestle, because this is what interests them.

Children have excellent opportunities to develop their independence skills. They learn to use scissors, cut up fruit with their safe knife, dress for outdoor play and use books to find new ideas. They are familiar with routines such as hand washing, fetching their own drinks from water dispensers, pouring drinks at the snack table, and helping themselves to snacks. They confidently and successfully do things for themselves. When they fail for example to wash their hands well, they are taken back to the sink to try again and supported to learn from their mistakes.

Care and Development — Excellent

Care staff fully understand the setting's policies and procedures, and consistently and effectively implement them to safeguard and promote children's well-being. Nearly all staff are appropriately trained in basic first aid. Security at the setting is good with children being escorted to the club and handed over to parents at the end of each session. An electronic register, accident, and incident forms are completed appropriately and signed by parents whilst in the reception area. Appropriate records are shared online. Staff are keen to practice and promote good food preparation procedures and hand hygiene. They use hand wash basins and anti bac gel dispensers appropriately and wear appropriate protective clothing at snack time to minimise cross infections. Hot and cold snacks provided are nutritious and substantial. Children enjoyed their sandwich and fruit in the morning and homemade soup and bread rolls after school. Outdoor play is encouraged, ensuring children have as much fresh air as they need.

Care staff are professional, skilful, and knowledgeable. They successfully manage interactions between children of various ages, according to their behaviour management policy and procedures. They expertly consider a child's age and stage of development when dealing with unwanted behaviour and use distraction, praise, and calm negotiation skills to encourage children to return to their play and learn from their experiences. Care staff effectively use songs and a tambourine to encourage children to listen, and to follow instructions when washing hands, tidying up and when returning indoors. They model good behaviour. Having familiar male and female staff who support children during their school day as well as in the setting, benefits children tremendously and strengthens relationships.

Care staff provide an exceptional nurturing and caring environment, where children have opportunities to lead their own play, explore and develop their ideas. For example, children learn to use scissors independently, and to use real items such as china tea sets, musical instruments, and baking equipment in their play. Care staff ensure children develop their social skills through play and engage in activities to promote learning, such as counting, colour recognition, responding to sign language and speaking Welsh at snack time. The care provided is respectful and responsive and meets everyone's needs and abilities. Care staff plan stimulating activities with children, for example, encouraging them to play and follow their ideas and interests when playing with dough and musical instruments. They track the progress of children using 'Wow moments' and observations to plan for their next steps. Care staff promote independence by allowing children to learn from their mistakes, by encouraging them to follow routines, and through regular praise. Children identified as having additional learning needs are extremely well supported by additional learning needs co-ordinators, who are well trained and create individual learning plans and one-page profiles. Care staff work in partnership with parents and consult with, and follow advice given by specialist services.

Environment — Excellent

People who run the setting ensure children are cared for in a safe, clean, and secure environment. Staff are aware of their roles and responsibilities and work in partnership with Borras Park School and the local authority to achieve and maintain their high standards. The premises are purpose built, and open plan, with low level partition walls between the kitchen and main playroom. Toilet facilities are adjacent to the room which promotes independence and enables staff to supervise children appropriately. All external doors have digital locks. An office and reception area provide safe areas in which to hand over children, speak to parents and to store documents confidentially. Entry into the premises is via a secure reception area, where parents can then be seen through a sliding glass window. The premises are extremely well maintained and clean. Highly effective cross infection procedures are in place to minimise risks. In addition to having hand wash basins in toilet facilities there are basins situated outside toilet areas for routine handwashing before snack and after messy play. All unnecessary risks to children have been identified and as far as possible eliminated, this includes policies and procedures for the safe handling and cleaning of pet homes situated indoors and outdoors. Fire risk assessments are consistently reviewed. Fire drills are completed during school hours and independently during out of school and holiday club operation times. There is clear signage throughout the premises for the safe evacuation of staff and children.

People who run the setting ensure children of all ages have access to a rich environment for learning which is organised, meets their needs, and allows them to move around freely. The outdoor play areas are used daily as a large area of the playground is under cover and is used as an extension to the learning environment. Play areas such as the water and sand play stations, pirate ship and mud kitchen are extremely well resourced with extensive resources which challenge, and consistently stimulate children's curiosity and interest. The premises are very welcoming, warm, and accessible to all. There is sufficient space indoors to engage children in yoga activities, whole group story sessions, and role play for example. Playgroup children have their own outdoor play area with seating and plenty of resources for construction, and growing plants. Other areas of interest with restricted access include the rabbit hutches, chicken coops, small forest school area and vegetable plot, all provide stimulation and enhance children's learning. Fairy lights, table lamps and LED candles are used effectively in learning areas to create low level lighting to achieve a calm atmosphere.

People who run the setting ensure all children can access an extensive variety of good quality and age-appropriate furniture, toys and equipment, both indoors and outdoors. For example, pictures created by the artist 'Monet' are displayed with the children's own work amongst wooden lily pads and displayed near the painting easel. People who run the setting are committed to providing stimulating resources such as the African musical instruments and religious artefacts in the home corner and display murals to promote children's curiosity about the wider society, celebrating equality and cultural awareness. Children have their own wooden storage boxes and pegs, with photographs to identify who

they belong to. Those who run the setting successfully promote recycling and sustainability. They purchase many appropriate second-hand authentic resources such as artefacts for curiosity boxes, small and large loose parts, and antique furniture for storage. They recycle food waste at snack time.

Leadership and Management — Excellent

People who run the setting are very knowledgeable about their regulatory responsibilities and ensure policies and procedures are implemented in practice and updated routinely. The setting appointed a new responsible individual (RI) who is the supernumerary manager, when becoming a charitable incorporated organisation, and moving into the new premises. The manager has a level 5 qualification and years of experience as a lead practitioner in nursery settings. The deputy manager provides valuable support to the manager and has made positive steps in implementing the new Curriculum in Wales and leads the planning for the early years provision. She is working towards completing a level 5 qualification. Those who run the setting have high expectations. They successfully and effectively promote best practice, inspire, and lead their team and share their expertise with other early education providers as a 'flagship' setting for Wrexham. Records are maintained to a high standard electronically with paper copies. The setting's statement of purpose reflects the service provided and provides details of the ethos of the setting as well as facilities provided. People who run the setting ensure children have opportunities to celebrate the Welsh culture and display suitable Welsh resources to interest children. They use bilingual signs and labels to expose children to the written language. Welsh is used incidentally at the setting through rhyme and songs, greetings, and simple questions.

People who run the setting proactively implement and re-evaluate their operational plan and quality of care review process, which then drives improvement. For example, they review snack menus seasonally following Welsh Government's best practice guidance and seek and implement the suggestions of children, parents and staff using questionnaires regarding the quality of activities and the environment. They completed a detailed self-assessment of service statement and proudly rate their setting as being one of high-quality. Parents strongly agree and provided examples of good quality care, in returned questionnaires forms provided by Care Inspectorate Wales (CIW) and those seeking feedback from the setting. Those who run the setting are keen and assess children's well-being and engagement themselves using their own observations, and value the findings of observations carried out during the inspection.

Recruitment at the setting is robust. Suitability checks are routinely renewed, and risk assessments are put in place for new staff until their disclosure and barring service checks are received. Staff files for the manager, the deputy manager and new staff were examined. It was confirmed a thorough induction process is followed and completed soon after appointment. Those who run the setting ensure staff have opportunities to talk to others about their roles and responsibilities through supervision, staff meetings and a well organised appraisal process. Such opportunities drive improvement and ensure training needs are addressed. There is a strong culture of continuous professional development, with at least one member of staff having completed a play work qualification. In the appraisal record for the manager, it was noted that a positive impact on the setting had been noticed since appointment. Staffing ratios are constantly met with staff deployed effectively, indoors, and outdoors.

People who run the setting have an open-door policy. They support families and have handed out well-being bags to parents. These are filled with items to enhance their health and well-being and were introduced following the recent pandemic. They ensure parents are kept informed of their child's day using an online application and speak to them when they come to collect their child. They organise play sessions and open days for parents who can stay with their children on weekdays, and during weekends. Parents also have opportunities to join their child on outings. They have good relations with the school and its head teacher who is a trustee, and the early years team supporting their provision for three-year-olds. Children transition well from the playgroup to nursery and then into full time school because of the established links, good relationships with school staff, and because children have opportunities to meet older children whilst attending the wraparound care provision.

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)
Standard 10 - Healthcare	Children would benefit from using food tongs instead of fingers when selecting their fruit from a bowl, this would further minimise the risk of cross infection and help to develop their fine motor skills.

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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