Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

**Kinnerton Little Acorns**

**Ysgol Derwen**
**Main Road**
**Higher Kinnerton**
**CH4 9AJ**



## Date Inspection Completed

22/11/2023

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# About Kinnerton Little Acorns

| | |
|---|---|
| Type of care provided | Children's Day Care<br>Full Day Care |
| Registered Provider | Kinnerton Little Acorns |
| Registered places | 40 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | [Manual Insert]<br>This is the first inspection since re registration. |
| Is this a Flying Start service? | [Manual Insert]<br>No |
| Does this service promote Welsh language and culture? | 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 | **Excellent** |
| Leadership and Management | **Good** |

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

## Summary

Children are happy and have formed warm relationships with staff and each other. They enjoy their time at the setting and are confident to let staff know what they want to do. Children have a good range of experiences and plenty of opportunities to choose activities or toys they wish to play with.

Staff know how to keep children safe and healthy. They support individual children in a warm and highly positive manner. They are relaxed, kind and friendly. Staff plan a good range of activities in line with children's interests which help them learn and develop their skills.

People who run the setting provide a safe and exceptionally comfortable environment for children with good learning opportunities. They ensure hazards and risks are monitored and managed effectively. Staff provide a highly effective range of natural resources and authentic play experiences for children. These are effective in developing children's social, physical and creative skills.

People who run the setting manage the provision well and understand their regulatory responsibilities. Documents are clear and easy to find, and suitability checks are kept up to date. Parents are kept well informed about their children's development. There are highly successful partnerships with the school with whom the setting share resources.

## Well-being — Good

Children are happy and settled. They move around the natural resources and activities freely, choosing for themselves what they want to play with or what activities they want to join in. They are happy to follow their own interests and to express what they want to do. For example, they choose songs to sing and make up a dance with castanets, amid much laughter. Children can choose whether to play inside or outside as the door is always kept open. They select where to sit at lunchtime and who they want to play with.

Children have formed warm relationships with staff and each other. They settle well and feel secure and are confident. For example, telling us about siblings in the school and pointing them out at lunch time in the hall, waving and high fiving enthusiastically. Children are happy to approach staff for comfort and respond well to positive words of encouragement and praise to sort any small disagreements.

Children share resources and play alongside each other well. For example, they play in small groups when playing pool and take turns with the snooker cues. Four children enjoy playing hide and seek amid much giggling whilst trying to stay out of sight. They happily chat to the staff about what they are doing at the craft table and show their creations to all staff. They are eager to involve staff in their play and go outside together to see how high their rocket can fly. Children concentrate well when listening to a story, snuggling on a comfy seat, and joining in the parts they know. The children make constructive comments about the play of others. They are helpful when a friend is having difficulty hiding in a game, making suggestions of a good place. They also enjoy spending quieter times relaxing in comfy spaces together under blankets.

Children enjoy a good range of play and learning experiences that help develop their skills. They are starting to take responsibility and recycle left over food from snack and cardboard to make models. They use their garden daily along with the school yard and field to play ball games, use the ride on toys and have opportunities to develop physical skills. Children have good opportunities to develop socially as they can meet up with siblings and friends from school and develop their own games such as making a ball on a string to catch in a paper cup. Children are encouraged to do things for themselves, such as hanging up their own coats and helping themselves to the yoghurt bar. They go to the counter in school and collect their own lunch. This helps them to gain a sense of belonging and promotes their independence.

## Care and Development — Good

Staff understand their responsibilities to keep children safe and healthy. Several staff members also work in school, so they are very familiar with the procedures to follow with any child welfare concerns. Accidents and incidents are recorded, and parents are made aware by a phone call and signing the log. Staff ensure regular safety checks are undertaken including risk assessments and fire drills take place with the school. Staff provide children with snacks and the option of a school lunch which they eat in the hall alongside their brothers and sisters and the rest of the school. Staff ensure children wash their hands, such as when coming in from being outside and before eating. They follow good hygiene practices by wearing aprons and gloves in the dining room as they serve lunch and help children with their lunch boxes.

Staff have built positive relationships with the children. They are kind and friendly and deal with any disputes calmly and fairly with plenty of praise. They remind children of simple rules such as no running. Staff support individual children positively if they begin to show any difficulties with sharing. For example, they clearly explain how sharing works, show the younger children how to include a friend or introduce different resources. There is plenty of good humour too as staff read out jokes from children's dessert pots. They ask children about the routine and ask what do they think will happen next?

Staff ensure children have easy access to a good range of interesting activities that develop their skills. Staff thoughtfully include activities in line with children's interests. Staff take account of the new curriculum, which provides flexibility and reflects children's choices and ideas. Staff carry out observations on the younger children and use these well to inform future planning. Systems for recording the progress of those attending the wrap around are under development.  Staff use Welsh with the children and encourage them to use simple words and phrases.  Records contained all information about the children prior to them attending so this allows staff to plan effectively to meet children's individual needs.

| **Environment** | **Excellent** |
| --- | --- |

People who run the setting provide a clean and safe environment for children. Main doors are locked, and visitors are guided around the outside of the school to the setting. The school field and grounds are secure. Risk assessments outline any potential hazards to children and measures are in place to manage these. Staff also have daily checklists to ensure areas are safe before the children come to play. There are suitable facilities including toilets and nappy changing areas. The environment is light, bright, and extremely well maintained throughout. Useful information is displayed in the foyer.

A garden and outdoor classroom just outside the playroom is full of interesting and exciting resources which children can access themselves. These include herbs to use in their play. A forest school area enables children to develop their curiosity and learn effectively about wildlife and their habitat. Different sized planters provide good opportunities for children to learn how plants grow.  We saw children having great fun on the stage outside singing and playing musical instruments in an impromptu concert.

People who run the setting ensure they provide a good range of quality resources for children to choose from. These include recycled cable reels, natural and life size equipment such as metal pans. The large outdoor play areas offer plenty of space for children to play and explore. There are a range of ways to help develop children's independence skills. For example, aprons are hung for children to easily access and put on themselves. Staff organise the resources well, storing boxes on low shelves for children to help themselves and develop their play how they want to. The result is a relaxing, calm environment with happy, busy children. Furniture of various sizes enables children to be at different levels and enjoy playing and sitting where they feel most comfortable with their friends. Books, games and small world figures reflect the diversity of the world the children live in.

## Leadership and Management Good

People who run the setting manage it well and promote good outcomes for children. The setting's statement of purpose provides parents with plenty of detailed information to help them decide whether the service will meet their and their child's needs. Staff follow the setting's policies and procedures effectively, ensuring that practices are safe and inclusive for all. Leaders have a good understanding of their role and regulatory responsibilities. They provide a broad range of clear and informative procedures which staff follow effectively to ensure they provide the best care within a safe and inclusive environment.

People who run the setting are motivated and committed to improve the service they provide. They actively seek feedback and as a result make changes and introduce new ideas such as an outdoor stage and the addition of more natural materials. They know their service well and have a clear vision and recognise strengths and areas to develop effectively. They continue to make positive changes which benefit the children. Recommendations from the inspection were actioned immediately. This shows the service wants to reflect good practice and provide the best possible care for the children.

All Disclosure and Barring Service (DBS) checks are up to date with several staff also working in the school. A new management committee has recently taken over the setting and are in the process of updating documentation and records. These include staff files, several of whom have been working in the group for many years. Staff work together very well and discuss planning and how to improve learning outcomes for the children, each day. Supervision and appraisals are effective and identify good practice and training. Staff feel valued and said they enjoy working in the setting.

There is an excellent partnership with the school. The setting shares resources such as the outdoor area and joins the school children for lunch in the hall. The setting is an integral part of the school and staff are available to help if needed. Because some staff also work in the school in the morning, this strengthens the relationship between the two settings and provides an effective level of consistency for the children. Staff welcome parents at the start and the end of the session and share good information about what the children have been doing. This also provides time for parents to share any updates, enabling staff to continue to meet children's changing needs.

| 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 |

| 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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