Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Bryn Gwalia CP School

Bryn Gwalia C.p School
Clayton Road
Mold
CH7 1SU



Date Inspection Completed

08/10/2024

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About Bryn Gwalia CP School

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Bryn Gwalia Fun Club
Registered places	60
Language of the service	English
Previous Care Inspectorate Wales inspection	8 October 2024
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of 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's wellbeing is at the heart of this setting. They arrive happy and settle quickly, displaying characteristics of having a good relationship with staff who greet them and a keenness to explore the familiar environment. Children interact well with their peers and those who care for them, showing care and empathy as their social and emotional skills develop. Children enjoy the play, learning and leisure activities available to them across the provision and are making good progress in a range of age-appropriate skills, through their play.

Staff supervise children well and follow their policies and procedures effectively to ensure children are safe. They follow daily routines which promote and support children to live a healthy lifestyle, develop skills, confidence and independence. Staff interact with the children consistently well and implement effective behaviour management strategies which promote and teach desirable attitudes and behaviours. Staff plan suitable activities and opportunities for the children so they can follow their interests and make appropriate progress.

Leaders ensure the environment is a suitable and secure space for children to play and learn. They create interesting indoor and outdoor learning areas, so children engage in a range of activities. Age-appropriate resources interest the children, support and motivate them, to learn through their play.

Leaders manage the setting well and are dedicated and effective in providing good outcomes for all children. They use self-evaluation well to identify and make positive improvements. Leaders manage a team of competent and professional staff extremely well, ensuring they are supported in their role and remain committed to the setting and children's well being. Leaders and staff develop positive relationships with parents/carers and the staff within their school. This benefits the children, parents, carers and the local community.

Well-being Good

Children's wellbeing is at the heart of this setting. They have a strong voice, and their needs are met successfully. Children freely choose how they play, where, and with whom. They have opportunities to talk and express themselves, for example through discussions about a character visiting a birthday party, their play and questioning how big they will be when they are five years old. Children decide if they play indoors or outdoors.

Children develop a positive self-esteem and a sense of value. They are listened to by staff who respond to them with understanding and interest. Older children have an ideas box in where they can suggest activities such as visiting the guinea pigs and being able to use the i-pads. Children develop positive relationships with others, and they approach staff for help and support. They like staff to read stories to them for example. Children happily approached us to ask questions and to invite us to play with them, showing they feel secure and settled in their surroundings. Children are familiar with daily routines which enables them to understand what is being asked of them and what will happen next. For example, they happily came indoors for their snack, knowing they could return to their play soon.

Children learn to be understanding and respectful towards others. Children attending the Flying Start provision cooperatively share tools in the sand. Older children learn to listen to instructions and take turns for example when mixing the biscuit dough. Children learn to understand the needs of others and show empathy. Some children realise when others have not had a turn rolling the dough and offer them the rolling pin. Children like to be praised, when they use the rolling pin correctly for example, and when thanked if they are kind to others.

Children enjoy their time at the setting and settle into routines and their play quickly. They learn for example how to use the modelling tools, to build their own pony enclosures out of small loose parts and to weigh and mix when cooking. They make good progress with their language and concentration skills as they receive the support they need, and the experiences which promote conversations such as storytelling. Older children we spoke to after school said they enjoyed coming to the club and the opportunities there are to explore the resources available. They like to relax on the sofa when they are tired and watch a video. Others are keen to take part in art and craft activities.

Children have opportunities to gain experience in a range of skills which promotes their independence. They have easy access to all play resources and facilities such as the toilets, handwashing areas, and a cloakroom where children can fetch their coats by themselves when they want to go outside. Children develop their confidence and physical skills as they balance on planks and dig in the sand outdoors. Children's fine motor skills are developed at an early age too, as they are encouraged to chop their own fruit, and pour their own drinks at snack time.

Care and Development — Good

Leaders and staff ensure children are safe. They supervise children well and implement the setting's policies and procedures competently. Staff have the relevant and up to date safeguarding certificates and are therefore aware of the procedure to follow should they have concerns about a child. Staff have first aid training which means they should be able to deal with accidents appropriately. However, the recording of accidents and incidents across the provision is not consistent. Fire drill practices are consistent and effective across the setting.

Staff use routines and activities effectively to promote healthy lifestyles. They provide healthy snack choices to ensure children have a nutritional diet. Menus are revised with the support of 'Tiny Tums' who also provide regular training and updates. Staff ensure children have plenty of opportunities to get fresh air and be active outdoors. They keep areas clean, ensuring tables are wiped before snack and when being used for baking activities for example. Staff encourage children to wash their hands at appropriate times, and to wipe their own noses effectively and hygienically to prevent cross contamination and the spread of germs. Nappy changing is a positive and respectful experience for those few children involved.

Staff are caring, playful and enthusiastic. They interact positively and have a lovely way of playing and talking to the children. They show an interest and nurture the children well in everything they do and say. Staff involve themselves in children's play when it is appropriate to do so and extend their learning through good questioning techniques. For example, they found suitable cars which fitted best on the ramps and tracks and therefore went faster to excite the children. Staff facilitated a child's curiosity about drawing animals, by quickly providing a relevant book to support the child's learning and extending the activity. Staff are consistent in their behaviour management and promote good behaviour using positive interventions and role modelling. Staff encourage children to resolve the issues themselves, as they know they need to share and to be kind to others.

Leaders and staff are experienced and well qualified. They collect information prior to starting at the setting to enable them to get to know the children and their families well. They have embraced the Curriculum for Wales and provide the support children need to help them learn new skills, promote their independence and to solve problems by following their interests. For example, they have common word lists for older children to develop their reading skills through games. They follow children's interest and lift them up to make their towers even higher so they can achieve their potential and develop their confidence and self-esteem by building the biggest tower ever! Staff understand the individual needs of children, including those with additional learning needs (ALN) and have effective systems in place to support their learning and development. They plan some adult led activities such as nature walks and display invitations to learn for the children, such as introducing authentic resources (real life objects), but most activities and experiences are child led. These help children to develop their skills and allow them to take measured risks in a safe

environment. Staff promote the Welsh language effectively using incidental Welsh used with the children during routines and play.

Children's progress is recorded in their learning and development records. Staff ensure each child's next steps and observation records are available for all staff to see, and that possible teaching moments are identified and followed up as they arise. For example, a scoop was introduced when children were using cups to dig in the sand so as to develop better control. We also saw planning notes encouraging staff to introduce positional language such as under, on, up, down into autumn craft activities.

Environment — Good

Leaders conduct daily checks to ensure they are providing a suitable environment for children. Annual risk assessments are completed and reviewed regularly so hazards are identified, managed effectively, monitored, and where possible eliminated. For example, great care was taken by an external company when a soft surface was installed at the setting ensuring children and staff were always safe. Leaders also ensure the school is secure. Visitors are required to check in at the school reception and to familiarise themselves with the school fire procedures. Once inside the school premises, most doors have digital entry systems. Safety gates, high door handles and secure and enclosed outdoor play areas, ensure very young children cannot leave their areas. The setting is well supported by school staff, cleaners and a caretaker who ensure the environment is safe and clean. Leaders ensure staff are suitably trained in food storage and preparation, to safeguard children. Fire safety and evacuation procedures are practised right from the start of the school term, then half termly and when new staff or children join the setting. This ensures staff and children know what they must do in an emergency. Leaders walk children through the procedure first, then later in the day perform a drill to consolidate what they have learnt.

Leaders provide a suitable and spacious open plan, child friendly and welcoming environment, where children are stimulated and have the room to play and learn freely. A well-resourced sensory room, cosy areas and reading dens provide areas to relax and be quiet and settled. The toilet facilities and food preparation areas are directly accessible from the playrooms to ensure staff know where each other are and when children are using facilities. Children's creative work is displayed on walls, along with photographs of children engaged in activities, so children feel a sense of belonging. The large enclosed outdoor space provided for the pre-school children is covered to allow for all weather play, whereas older children use a small, enclosed area, the school field and playground.

The environment is equipped with a range of suitable resources and activities that are appropriate for the ages and stages of development of the children. These include board games, craft activities and small world items such as pony sets for older children after school. The two playrooms used have inviting areas of learning set up, although the Fun Club room also serves as a sensory room for children attending the school. Many sensory items and equipment are available for use. In the Flying Start and Early Years room a few items used are authentic resources to give children opportunities to have real experiences. Good use is also made of a variety of small and large loose parts and recyclable items used for modelling. The home corner is set up with real kitchen utensils such as saucepans which very young children enjoyed banging. All resources are easily accessible so children can be independent. The outdoor areas have sand and water play areas so children can play alongside others comfortably. Resources provide opportunities for children to take measured risks. They can climb on large play equipment outdoors and create their own obstacle courses. Indoors, older children were delighted with the stables they had made for

their ponies using wooden bricks. Leaders must ensure there is a wider variety of multicultural resources in the small world and dressing up, learning areas, to promote children’s awareness of a wider world and society.

Leaders ensure children understand how to recycle waste food, containers and wrappers at snack time.

Leadership and Management — Good

Leaders provide good care and work well together with their consistent team of staff. They play an active role in the setting ensuring they have a good knowledge and understanding of the setting and care provided. Staff are supervised well, appropriately qualified and suitable for their roles. Policies and procedures reflect the provision offered evidencing they are reviewed regularly. We discussed how the policies and procedures could be written to reflect the whole setting rather than having individual policies for the pre-school and for the Fun Club after-school provision. Some policies and procedures also reflect the schools' policies and procedures which is appropriate as the Headteacher is the responsible individual for this setting. There is a comprehensive statement of purpose for the setting which meets requirements and contains the information parents need to decide if it is the right setting for their child.

Leaders including the persons in charge, have a good understanding of self-evaluation and the benefits it has to the setting to ensure improvements are made. They complete an annual quality of care review/report that considers the views of staff, children, parents and carers. These are gathered through conversations and questionnaires. The self-evaluation process is ongoing.

Leaders and staff develop a positive relationship with parents/carers. They have discussions at the beginning and end of most sessions with those collecting a child. They communicate using social media and messaging applications, so information and photographs are shared about the child's day and experiences. Leaders provide regular newsletters to pass on details of events and plan open days so parents/carers can come into the setting and see what the children have been doing. Leaders have developed positive relationships with the school in which the setting is situated. This aids children's transition into school from the Flying Start and Playgroup provisions, and from the school nursery class into wraparound and after school care. Close links with teachers and the headteacher across the setting makes it easy for information to be shared, ensures good practice is promoted and monitored, and that resources and learning areas are suitable and well thought-out.

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

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 5 - Records	Ensure all methods of recording information are consistent across the setting. Parents or other adults collecting a child must be asked to sign a record of any accident to acknowledge the entry.
Standard 4 - Meeting individual needs	Ensure there is a variety of multicultural resources available to children to use during their play.

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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