Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Victoria Gems, Jewels and Treasures

Victoria C. P. School
Poyser Street
Wrexham
LL13 7RP



Date Inspection Completed

13/01/2023

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About Victoria Gems, Jewels and Treasures

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Victoria Gems, Jewels and Treasures
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	This is the first inspection of the service since registration with CIW
Is this a Flying Start service?	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 attend the setting happily, enjoying their play and learning. They can make choices and they have opportunities to develop their independence. Children interact well, learning to share and understand the needs of others.

Staff have a caring and supportive way with children. They get to know them well, ensuring they provide suitable care and support to help them learn and develop. Staff interact well with the children and plan suitable play opportunities and experiences.

The environment is regularly risk assessed, ensuring it is safe and secure. Appropriate cleaning routines and daily checks are completed. A suitable indoor and outdoor environment is provided. Resources are of a good quality and appropriate for the ages and stages of development of the children.

People who run the setting manage it well. They ensure paperwork is complete and staff are suitable to care for children. Regular reviews of the service and care they offer allows the setting to make positive improvements that benefit the children. Positive relationships are created with outside agencies and parents.

Well-being Good

Children are supported and encouraged to make choices about how they spend their time. They move around the environment confidently and express themselves and their needs to staff. Children whose first language is not English are able to express themselves through nonverbal cues or through staff who understand and respond to them and their needs effectively. Children are given choices during snack time and can choose from the range of foods available.

Children settle well and arrive at the setting happy and keen to join in with the activities. They form positive relationships with staff, which supports them in feeling relaxed. Children develop friendships and enjoy playing alongside each other. For example, a group of children enjoyed playing in the home corner and making food for each other. Children gain a sense of belonging as they are aware of routines and can follow them. For example, they know there is a rolling snack and that if they do not want it straight away there will be an opportunity later.

Children interact well, understanding and accepting the needs of others. They use the space cooperatively and learn to share. For example, a group of children were playing with the small world equipment, another child joined them, and they played cooperatively together. Children respect each other and their surroundings. They use resources appropriately and help to put them away when asked.

Children enjoy their experiences and are actively involved in their freely chosen activity. They have access to a range of resources and areas of learning which allow them to follow their interests during their play and learning. Children happily shared what they were doing with others and told us about their experiences when asked. For example, a child happily showed us the puzzle they had completed.

Children are confident to be independent and try things for themselves as they know they will be given support if needed. For example, children attempted to put their coats on before going outside. Children can independently access their belongings and facilities such as the toilets.

Care and Development — Good

Staff understand and implement the setting's policies and procedures effectively. They have up to date safeguarding training and understand the procedures to follow if they have concerns about a child. Staff ensure registers are kept and fire drills completed so they and the children are aware of the routine to follow in an emergency and that everyone can be accounted for.

Staff promote a healthy lifestyle. They offer suitable food and drink options for the children. For example, crackers, fruit and veg, with milk or water. Suitable systems are followed to help prevent cross contamination. For example, staff wear aprons and gloves when preparing food and tables are cleaned regularly. Staff ensure children have regular opportunities to be active and get fresh air. They usually allow free flow access to an outdoor area and when this is not possible, they make sure children have planned times to go outdoors throughout the day.

Staff have a caring and supportive manner with the children. They support children's play and learning, becoming involved when appropriate to do so. Staff sit at the children's level and make routine activities, such as lunch time, a sociable experience. Staff deal with unwanted behaviour appropriately and constructively for the ages and stages of development of the children. For example, staff calmly spoke to two children who were struggling to wait their turn during an activity outside. Children responded well and then waited patiently. Staff use praise appropriately to celebrate children's achievements. For example, when a child was attempting to count during their play.

Staff know the children and their individual needs well. They gather information about the child prior to them starting at the setting, which helps them provide suitable care. Children with ALN (additional learning needs) are given the support they need to help them develop and integrate well into the setting. Staff are currently introducing the new Curriculum for Wales and providing children with opportunities to learn through the activities and resources they make available. However, when using the shared yard outside, children have insufficient access to resources such as, bikes, scooters, and balls to ensure they are engaged and active. Staff effectively monitor and record children's development and extend their knowledge through suitable questioning and resources. Staff give children some opportunities to be independent, such as doing their own shoes and coats. However, other good opportunities are missed, such as self-serving during snack time.

Environment — Good

The environment is secure, with access controlled by staff to ensure no unauthorised persons can enter, and children are unable to leave unsupervised. Visitors are recorded so everyone can be accounted for, and the information referred to if needed. People who run the setting ensure they conduct regular risk assessments so hazards are eliminated or managed appropriately. Daily checks are completed on all areas used by the children to ensure no new hazards have occurred. The environment is well maintained, with any issues reported and dealt with quickly. Cleaning routines are well organised and undertaken regularly. They are recorded and staff sign to say they have been completed.

People who run the setting ensure children are provided with suitable indoor and outdoor space which allows them to play and learn safely. There are two main indoor play spaces which children usually have free access to, allowing them to access the range of areas of learning available, such as the book corner, roleplay, construction etc. There are suitable toilet facilities for children and staff have a small kitchen area where they can prepare food. The children have access to two outdoor areas. A smaller enclosed yard that is used solely by the setting and another larger yard they share with the school. The environment is child centred, and the displaying of children's work gives them a sense of belonging and pride. All areas are utilised well and are light, bright, and welcoming for the children, staff, and visitors.

People who run the setting ensure resources are kept clean, in good repair, and are of a good quality. There are some natural resources available for children, including sand and water outside. Resources are appropriate for the ages and stages of development of the children and areas of learning set out support children to learn through their play. Development and understanding of other cultures are promoted at the setting through the resources and displays. For example, one of the displays is a map and pictures of the children and the places that are important to them, due to family connections.

Leadership and Management — Good

People who run the setting make sure policies and procedures reflect the service and care they offer. The statement of purpose contains the required information, which allows parents to decide if it is the right care for them and their children. Paperwork is well organised, making it easy to access information when needed. Required information such as children's records are complete and stored securely. People who run the setting are willing to listen to advice given to them from previous inspections.

People who run the setting complete a quality of care report annually that is in depth and evidences they have thoroughly assessed their setting. They ensure they gain the views of staff, parents, outside agencies and children, and use this information constructively to plan and make improvements. For example, extending the range of books available for children to take home.

The staff team work well together. They understand their roles and responsibilities, helping the setting run smoothly. Staff complete an initial induction and then read and sign the setting's policies termly to ensure their knowledge is fresh and they are kept up to date with any changes. People who run the setting conduct robust recruitment processes, ensuring staff are suitable to care for children. Staff we spoke with said they were happy at the setting. Regular supervisions and appraisals are held with staff which helps identify training needs and share any issues or concerns staff may have.

People who run the setting have developed positive relationships outside of the service that support them in providing effective care and which benefit the children. They work closely with support agencies, such as speech and language, so staff can introduce strategies to support children and help their learning and development. Close links with the school allows good practice, information, and areas of the environment to be shared. This helps the children with transition to school as they are familiar with the environment and teachers. People who run the setting and staff ensure parents are kept updated on their child's progress and experiences. This is done through conversations when they collect their child and through the newly introduced app.

Recommendations to meet with the National Minimum Standards

R1. Provide more appropriate resources for children when using the larger outdoor area.

R2. Give children more opportunities to be independent, such as at snack times.

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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