Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Woodlands Childcare Centre Ltd

Waunceirch Primary School
Dwr Y Felin Road
Caewern
Neath
SA10 7RW



Date Inspection Completed

21/08/2023

About Woodlands Childcare Centre Ltd

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Woodlands Childcare Centre Ltd
Registered places	32
Language of the service	English
Previous Care Inspectorate Wales inspection	N/A – First inspection.
Is this a Flying Start service?	No.
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

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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 well-being is good as they can express themselves and their needs confidently, knowing they will be responded to appropriately. They are happy and settled as they form positive relationships with staff and meaningful friendships with other children. They are respectful, learning to share and cooperate with others. Children enjoy their experiences and have opportunities to develop a range of skills through their play.

Staff implement effective policies and procedures to keep children safe. A healthy lifestyle is promoted by staff through constant access to outdoors for fresh air and exercise and healthy snacks. Staff manage interactions well and they are good role models. Appropriate activities are planned to support children's learning and development.

People who run the setting ensure it is safe and secure. Risk assessments and daily checks are completed effectively. The environment is child friendly and creates a warm and welcoming atmosphere. It is spacious and provides exciting and inviting areas for children to play and learn indoors and outside. Resources and equipment are suitable for children and inspire them to develop a range of skills and have a variety of different experiences.

People who run the setting manage it well and are committed to providing the best care possible. They regularly review the setting and make improvements that have a positive impact on the children. People who run the setting have a good team of staff who work well together to ensure children are supervised appropriately and have a range of experiences and opportunities. Good relationships are developed with parents so information can be shared regularly.

Well-being Good

Children have a good sense of wellbeing and are confident to communicate their needs and ideas, knowing staff will listen and respond to them with care and interest. Children happily talk with staff and tell them what they want. For example, one child ask a staff member to help them build a garage. Children make choices about where and what they play with. They freely move around the entire setting, exploring indoors and outdoors, accessing the various resources and play equipment available.

Children settle well and are relaxed and comfortable in their surroundings. They develop positive relationships with staff. This was seen as they regularly played alongside them and invited them into their play. Children form positive friendships and enjoy playing alongside their peers, completing activities such as working together to build an assault course outside. Children are familiar with the staff, environment and routines, helping them to feel safe. For example, children knew that after washing their hands they could choose where to sit for their snack.

Children learn to share the space and resources appropriately together. They are developing compassion and show kindness towards others. For example, asking a staff member for an extra chair for the table so that their friend can sit with them. Children are respectful towards each other and the resources. For example, they happily allowed others to join in their play and helped to tidy up when asked to do so.

Children show enjoyment as they play, with lots of smiles and laughter. They all actively engage in an activity they have freely chosen. A group of children had great fun searching for the treasure in various containers whilst others enjoyed being creative, painting shells or making clay pottery which they will paint and take home once dried. Children focus on their chosen activity for an appropriate length of time for their age and stage of development. For example, a group of children persevering to build a waterfall and then problem solving when it did not work correctly.

Children have appropriate opportunities to ensure they develop a range of skills. They have a chance to be independent as they can access the items and resources they want. Children showed confidence when finding what they wanted and then getting the resource out. For example, getting child sized brushes to brush up water and various materials spilt outside. Children are encouraged to do things for themselves such as, pour drinks into their glass cups and use tongs to serve themselves fruit.

Care and Development Good

Staff have a good understanding of safeguarding and procedure to follow if they have concerns about a child. They keep children safe by implementing effective policies and procedures. For example, they practise regular fire drills with the children, so everyone is familiar with the procedure to follow in an emergency. They adequately supervise children and meet the required adult to child ratio. However, on occasions the deployment of staff was not always effective. For example, when children played outdoors, one staff member was left with eleven children. Registers are kept of children and staff attendance. Staff have effective procedures in place to promote a healthy lifestyle and are aware of any allergies and dietary requirements. They provide healthy snacks such as a selection of fruit and crackers but parents provide children's lunch. Staff provide one large snack tray and a small jug of water and milk for all the children, resulting in the serving of snacks taking a long time and some younger children becoming restless. Cleaning routines including regular hand washing and tables being wiped are part of daily routines and help prevent the spread of germs. Staff make sure children have regular opportunities to be active and get fresh air by accessing the outdoor areas. Any minor accidents are dealt with quickly and records completed.

Staff are good role models and promote positive behaviour. An appropriate behaviour management policy is in place. Any unwanted behaviour is dealt with quickly and discretely by staff. They use praise to celebrate achievements, good behaviours and children's learning. Staff interact effectively with the children and promote some basic Welsh words. They sometimes join in with their play and talk with them regularly to make their experiences sociable. For example, they sing songs, count and sit with them at lunch time chatting about what they had been doing. However, some opportunities to extend children's learning are missed. For example, when children are involved in experimental play outdoors.

Staff plan appropriate activities for the children that support their learning and development. They know the children well, so they are aware of their interests and individual needs. Staff use 'In the Moment' planning and are in the early stages of implementing the new Curriculum for Wales. Staff provide children with a range of areas of learning and resources to support their learning. For example, bikes and trikes, dinosaurs and animals, messy play and experimental play. Staff give children very good opportunities to be independent. They encourage children to do things for themselves, to independently visit the toilet and to wash and dry their hands. Staff support children to tidy up after their snack by helping them to wash their plates and cups in the bowl.

Environment — Good

People who run the setting provide an environment that is a safe and secure space for children. Entrance to the setting is locked and controlled by staff. Any visitors are recorded so there is no unauthorised access. High fencing and secure gates surround the premises. Risk assessments and daily checks on all areas are completed. They show that hazards are managed well or eliminated where possible. However, some potential hazards are not always dealt with immediately. For example, messy play rice had been left in a pile on the floor which is a potential slip/trip hazard. Valid documents and certificates for public liability insurance, heat testing and vehicles are in place.

People who run the setting provide children with an indoor and outdoor environment that is spacious. All areas are well maintained, light, bright and create a child friendly and welcoming atmosphere. The playroom is a large open space where children play, learn and relax. There is room for a variety of activities including reading/quiet time, floor games and tabletop activities. The outdoor space is a suitable and inviting area in which children can explore and learn about the world around them and develop a range of skills. The area provides space for children to ride bikes, trikes and scooters. The natural area gives children access to nature, where they have planted sunflowers. The sheltered area, with a mud kitchen and tables, allows the outdoors to be used in wet weather.

People who run the setting have equipped the environment with suitable resources and equipment that are appropriate for the ages and stages of development of the children. The areas of learning have been created to encourage children to use their imagination. For example, children enjoyed making and mixing potions outside and role playing with dinosaurs indoors. All toys and resources are of a good quality and stored appropriately so they are kept clean. Most items are stored at an appropriate height so children can access them freely. The environment gives children access to multicultural resources and festivals, real authentic and natural materials. For example, dolls, books, various cultural celebrations, real kitchen equipment, various handbags, wooden items, leaves, soil and large egg trays.

Leadership and Management Good

People who run the setting have a good knowledge and experience of the setting and care they provide. They show dedication and commitment to ensuring they provide a good service. Policies and procedures reflect the setting and the statement of purpose provides parents with information they need to ensure it is the right care for their child. Paperwork and electronic information is organised and records such as children's registration documents/contracts and accident records are completed appropriately.

People who run the setting regularly review the care they offer. They complete an annual self-assessment of the setting. They gather views and opinions of the staff, children and parents and consider these when planning and making any improvements. People who run the setting have developed a quality of care report which highlights strengths and areas of improvement, such as additional staff training and further development of the electronic app used to share information with parents.

People who run the setting have a good team of staff who work together well to ensure the setting runs smoothly. Staff are fully aware of their roles and responsibilities and implement the policies and procedures appropriately. Staff told us they feel fully supported in everything they do and are comfortable to raise any issues with management. People who run the setting are approachable and staff have regular opportunities to speak with them to share their ideas. Staff supervisions and appraisals are held to ensure information is shared and training needs identified. However, supervision meetings are not always held regularly for all staff members. Staff files are complete and evidence there is a robust recruitment procedure in place to ensure staff are suitably experienced and qualified to care for children. Majority of staff hold the required core training in first aid, safeguarding and food hygiene.

People who run the setting and staff have developed positive relationships with parents. Information is shared through an electronic system and through discussions with parents at the beginning and end of their child's session. Feedback from parents is positive and included comments such as, *"The care is excellent. My child plays outside every day". "My child enjoys the activities they do and really loves the staff that work there". "An outstanding setting with a range of engaging activities every day for the children to play and learn. My child has developed academically, socially and emotionally. Staff are well managed, understand how to care for children of all ages and are very supportive of parents".* The setting has good links with the local the wider community, professionals and the school. This supports children's transitions as information can be shared and the children can become familiar with the school setting prior to them starting full time.

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 13 (Day Care) - Suitable Person	To ensure that all staff receive regular supervision meetings.
Standard 22 - Environment	To ensure that potential slip/trip hazards are addressed immediately.
Standard 7 - Opportunities for play and learning	To ensure that staff, when it is appropriate, extend children's learning and further promote the Welsh language.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
To ensure the deployment of staff is effective at all times.
To consider reorganising how snacks are served.

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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