Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Ty Ffynnon Childcare

King George Street
Shotton
CH5 1HX



Date Inspection Completed

18/09/2023

About Ty Ffynnon Childcare

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Ysgol Ty Ffynnon Childcare
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	Click or tap here to enter text.This is a post registration inspection
Is this a Flying Start service?	Click or tap here to enter text. 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.

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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 have a strong voice and their opinions, ideas and likes are effectively considered. They are happy and settled as they have formed positive friendships and relationships with staff and other children. They interact well, learning to share and cooperate with others. Children enjoy their experiences and have a good range of activities available to support their learning and development.

Staff implement effective policies and routines to keep children safe and promote a healthy lifestyle. They are caring and interact well with the children, supporting their individual needs and development. Staff know the children well and provide them with a range of interesting activities.

People who run the setting provide a safe, secure and welcoming environment for the children. All areas are child friendly and provide suitable space for children to play and learn. Resources are varied and appropriate for ages and stages of development of the children. Facilities are accessible and furniture and storage is suitable.

People who run the setting have a good understanding of the care they offer and this is reflected well in the policies and procedures. They use self-evaluation and the views of others to effectively make improvements. Staff are managed well and work together efficiently as a team. People who run the setting have good relationships with parents and the close links with school benefit the children.

Well-being Good

Children enjoy attending the setting and have free choices about how they spend their time. They move freely around the environment accessing the areas of learning. For example, children attending after school have the choice to play indoors or outside. Children's voice is a real strength of the setting. They are asked daily what activities they would like to take part in. For example, children attending after school club were given the choice to take part in an adult led activity or choose what they wanted to do. Younger children are asked about their likes and favourite things so they can follow their own interests. Children communicate confidently as they know they will be listened and responded to effectively.

Children are happy and settled. They confidently separate from their parents or leave the school care to attend the setting. Children are very familiar with the environment and staff caring for them as they also attend the school. This allows them to feel comfortable in their surroundings and have a good relationship with staff. Children quickly learn and follow routines. For example, new children attending wrap around confidently followed the routines such as lining up to go to the hall for their lunch and sitting together on the carpet for songs and rhymes.

Children interact well. They learn to share space and resources effectively. For example, a group of children were playing in the water tray. They shared the items and space available, so everyone had a chance to play. Children enjoy interacting with other children and the staff. They regularly invited others into their play. For example, playing a game of piggy in the middle and asking others if they would like to join in. Children respect each other and the resources. They use them appropriately and return them when they have finished. Children are polite and well mannered, saying please and thank you at appropriate times such as, when they had help to put their jumper on.

Children focus on activities for an appropriate length of time for their ages and stages of development. Children have opportunities to play alone, with other children or alongside a member of staff. They have the chance to choose to complete adult led activities. For example, a group of children of different age ranges enjoyed working on an experiment led by a member of staff. Children happily shared with staff and us what they were doing and showed enthusiasm and excitement as they did so. For example, children happily shared their enjoyment at being able to go outside.

Children have a good range of experiences that effectively support their development. The storage of resources and availability of facilities, including toilets and handwashing, allow children to be independent. Children are encouraged and given the support they need to try things for themselves. For example, when putting their coats on and having their lunch.

Care and Development — Good

Staff implement effective policies for the setting. They understand the importance of safeguarding children and know the procedures to follow should they have concerns about a child. They keep records of children, staff attendance and conduct regular fire drills. This helps to ensure everyone can be accounted for and staff and children are aware of the evacuation procedures. They also complete reverse evacuation drills so they know what to do if there is a need for children to come inside in an emergency.

Staff promote a healthy lifestyle. They ensure children are given or have access to water throughout the day, so they remain hydrated and healthy food choices, such as fruits, are offered for snack. Cleaning and personal hygiene is promoted. Tables are sanitised when being used for food and children are encouraged to wash their hands at appropriate times. Staff make sure children have regular opportunities to access outside, whether it be at planned times or as part of their free choice. This ensures they can be physically active and get fresh air.

Staff are very good role models for the children. They interact effectively and in a manner that helps children feel safe, secure and respected. They engage in children's play in an effective way to ensure it helps them develop their understanding of others and to promote their speech and language. For example, a child was pretending the bubbly water was a volcano erupting as they poured the water into a bucket. Staff showed real interest and encouraged the child to think about the lava and what colour they thought it would be. Staff implement effective behaviour management strategies and use praise effectively to celebrate children's achievements. For example, giving children stickers when they help to tidy up.

Staff are caring and responsive to the needs of the children. They know them well and understand their individual needs. Staff provide suitable activities and resources that allow children to follow their interests and develop their skills. They regularly talk to the children about what they enjoy and what they want to do and use this information effectively to plan the activities and resources they provide. For example, staff had identified one group of children who enjoyed craft activities, so they ensured these were available. Staff ensure children have opportunities to take part in free play but also have the choice of joining in with adult led activities if they wish. Staff allow children to be independent by giving them the space, time and resources they need. For example, children attending the after school club assist with getting and dishing out the food at snack time.

Environment — Good

The environment is a safe and secure space for children. Access to the setting is through the school so it is secure and controlled. Visitors are recorded and a bell system is used effectively when children are being collected from the after-school club. This ensures no unauthorised person can access the setting. People who run the setting conduct risk assessments on all areas used by the children to ensure they are safe. Daily checks are completed to make sure there are no new hazards.

The environment is nicely decorated, clean and well maintained. The main room used for the younger children is also one of the classrooms. This helps children feel familiar with their surroundings and gives them a child friendly space to play and learn. The large hall used for after school club gives children the room they need to take part in a range of activities. All areas are light and bright and have a relaxing and welcoming atmosphere. The large outdoor space gives children a range of experiences and opportunities. They have the use of all the outdoor areas. These include a forest school, space for ball games, such as football, an area suitable for bikes and other ride on toys and a large field with some fixed play equipment. The outdoors is utilised well. Suitable facilities are available including, toilets, handwashing and space for staff to have private conversations when needed.

People who run the setting ensure resources and equipment are of a good quality, well maintained and suitable for the ages and stages of development of the children. Those attending wrap around care have access to the same resources as they have during their time in school. There are good areas of learning for children to freely choose from. For example, construction, small world and a well-designed home corner. They have access to natural materials and items that are available in real life. For example, sand, water and storage boxes that contained items such as keys, nuts and bolts and corks, which helped children to be curious and develop their problem solving. After school club was equipped with a good range of games, activities and resources to reflect the wide age range that attended. All the furniture and storage is child friendly to encourage independence and ensure children are comfortable.

Leadership and Management — Good

People who run the setting have a clear vision and understanding of the care they provide. They ensure policies and procedures are reviewed and updated regularly to ensure they reflect the setting and meet requirements. The statement of purpose reflects the setting and provides parents with the information they need to decide if it is the right care for their child. All paperwork, including children's records and policies are stored securely and are organised. This allows information to be found quickly when needed. People who run the setting consider advice they receive from outside agencies. Following the previous inspection, an action plan implemented and embedded. This evidences recommendations, such as, having more access to outside, are considered and changes made to ensure they were met.

People who run the setting have effective procedures in place to self-evaluate the service they provide. They complete an annual quality of care report that clearly shows they have gained views from staff, parents and children. They effectively consider these when making changes and improvements. For example, by identifying the skills and interests of the staff and using these to their full potential to benefit the children. People who run the setting implement routines to ensure children's voice is an integral part of the setting and this has benefitted the children and ensures their opinions are listened to.

People who run the setting have developed a team of staff who work together well and support each other in providing the best care possible. The induction process ensures staff are aware of the settings routines and policies. Staff files are complete and evidence that they have the correct experience and qualifications and are suitable to care for children. Annual appraisals are held with staff to share updates, information and identify any training needs. Supervision meetings are held with staff between these appraisals, however, they are not recorded.

Good relationships are developed with parents. They are regularly sent pictures and information about their child's day and experiences. All the parents that responded to the questionnaires sent out by the setting agreed that it was organised and well run. The setting has very close links with the school as they operate on the same grounds. The setting is very much part of the school and they share facilities, space and resources. This helps with transition when children start at full time school and helps with the continuity of care.

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	Ensure supervisions are formally conducted and recorded to evidence ongoing professional development.

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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