Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Happy Days

Plas Pentwyn
Castle Road Coedpoeth
Wrexham
LL11 3NU



Date Inspection Completed

18/12/2024

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About Happy Days

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Happy Days Childcare
Registered places	32
Language of the service	English
Previous Care Inspectorate Wales inspection	First inspection as Charitable Incorporated Organisation (CIO)
Is this a Flying Start service?	No
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	**Excellent**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

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

Summary

Children are extremely happy and settled. They have a very strong voice and access a wide range of opportunities. They make choices and decisions for themselves, about their care and play. Children form warm relationships with staff who provide exceptional personal care, which undoubtedly meets their social and emotional needs. Children learn to be independent and to interact and co-operate with others pleasantly. They are well prepared for their transition into full time school.

Staff enjoy their work tremendously and carry out their responsibilities admirably. They work very well together as a team and implement policies and procedures effectively to keep children safe and healthy. Staff are enthusiastic, playful and kind. They interact exceptionally well with the children and allow them to follow their own interests and explore their curiosities. Consequently, children happily learn through their play.

Leaders and staff implement policies and procedures to ensure the environment is safe, secure and well-maintained. They prioritise children's health, safety and well-being by making sure clear, effective risk assessments and measures are put in place. Children access a wide range of good quality resources and equipment both indoors and outdoors which nurtures their all-round development.

Leadership and management of the setting is good. The management team are passionate in providing such a successful service offering quality care for a wide age range of children. They maintain good partnerships with parents, carers and some staff in the adjoining school. Parents value the service and are happy with the way in which it is run. They are provided with policies and procedures and a comprehensive statement of purpose which informs them well.

Well-being Excellent

Children are confident communicators and have a strong voice. Nearly all contribute to discussions during a brief registration session and younger children join in with counting and singing. All children choose activities from those which are set out as a continuous provision indoors and outdoors, or adult led activities linked to seasonal themes. All children follow their interests with confidence. When children request additional resources or for a staff member to play alongside them, their requests are valued and acted upon.

Children are extremely happy, busy and have a strong sense of belonging. They arrive from school eagerly anticipating an array of activities which are set out for them. They develop strong attachments with staff, calling them ‘aunties’ and seeking out comfort and reassurance when needed. Having such strong friendships positively impacts on their mood state, learning and overall well-being. For example, we saw children walking from school, smiling, laughing and constantly chatting with staff about their morning or school day. Children sat close to staff or on their laps when listening to stories and when wanting reassurance. Many cheered loudly because they were happy to see the staff arriving. Children receive continuous recognition of their efforts, which in turn enhances their self-esteem, improves their behaviour and results in children co-operating well with others. Children are polite and often use “you’re welcome” when staff thank them for helping and listening.

Children thoroughly enjoy their play. They follow their own interests, are curious and join in with group activities planned to celebrate special events and shared interests. For example, they play outdoors building a sleigh with large loose parts. They pretend they are reindeer or Santa and jingle their bells alongside an enthusiastic and playful staff member. Simple activities such as, bottle feeding a doll and rolling a wooden curtain ring across the floor with a staff member, kept children interested and amused. We heard plenty of laughter and giggles as children played in their authentic home corner. They brought us bowls of fruit with a condiment set and cutlery to eat our own food alongside them at their pretend house party. After school, exciting activities such as decorating cones with chocolate and sugar strands and icing biscuits kept children busy and stimulated.

Children develop self-help skills and independence appropriately. They confidently move around the learning areas, choosing what to play with and choosing whether they play indoors or outdoors. A child making a card for a family member learnt new skills when they asked to be shown how to fold the card, and how to make an envelope. Children eat independently at lunchtime whilst sat at a table with their friends and a staff member. They wash their hands when asked to do so and pour their own drinks. Outdoors, children chop vegetables with safety knives whilst making a stew in the mud kitchen, these skills transfer to snack time where they cut up their fruit.

Care and Development — Good

Staff understand their roles and responsibilities and implement policies and procedures consistently to promote children's safety and well-being. They have a good knowledge of potential safeguarding issues, understand the safeguarding policy and their duty to report concerns. They are professional and supervise children appropriately. Staff keep a record of accidents and incidents and inform parents. Staff are supervised well when administering medication to ensure this is done appropriately and prior permissions are obtained. All staff have attended paediatric first aid training enabling them to deal with minor accidents confidently. The importance of recording existing injuries when children arrive at the setting was discussed with leaders. Staff promote healthy eating habits at snack times. Water is always available to ensure children remain hydrated. Staff encourage outdoor play to ensure children can benefit from fresh air at some point during the day, even when weather conditions are cold, wet or windy.

Staff manage behaviour consistently and effectively using distraction techniques, gentle tones, skill and sensitivity. They use positive phrases to praise children and act as good role models, engaging and demonstrating genuine understanding and kindness towards others. Staff encourage children to be kind and polite. They sit with children at lunchtime, when eating snacks and during circle time to promote their language and social skills. As a result, children's behaviour and interactions are very positive and respectful.

Staff ensure children have lots of opportunities to direct their own learning as well as engaging in adult led activities when they are interested. Staff support children's learning and development effectively, engaging positively to facilitate learning naturally and in the moment. For example, they give the children torches to play outdoors after school and metal detectors so as they can learn about the different materials around them. They know the children and their individual needs well. They record observations of children's progress and plan activities that meet children's individual needs and interests. They read the children's favourite stories twice because they know they love them and remind children how to put on their high viz jackets over their heads so they can do it themselves. Staff work effectively in partnership with parents, an additional needs coordinator and Health Visitors when needed to ensure the best outcomes for children, and to support families. Staff attend to children's personal needs promptly and discretely treating children with respect and valuing them as individuals. Most staff promote the development of children's use of Welsh as a second language by using simple phrases and by singing songs and rhymes consistently throughout the day. Staff could develop children's awareness of other languages and cultures further, by inviting visitors and local families into the setting to share their experiences with the children.

Environment — Good

Leaders have comprehensive systems and procedures in place to ensure the environment is safe and secure. Registers clearly record the time staff and children arrive and leave the premises. Staff are vigilant, supervise the children closely and ensure only authorised persons have entry to the setting, maintaining a log of any visitors. Staff follow an extensive range of comprehensive risk assessments including daily safety checks of the indoor and outdoor area to highlight any risks to children's safety. Routine maintenance checks for the building and appliances are completed promptly by the local authority and leaders if applicable. Fire equipment is tested at regular intervals and fire drills are undertaken frequently to ensure children and staff know how to leave the building safely.

The environment is clean, bright, welcoming and well maintained. The layout and arrangement of the premises meet's children's needs well and allows them to confidently access resources with ease. The spacious main playroom provides a warm child friendly space with lots of natural light, ventilation and the required resources and equipment. Toilet and kitchen facilities are clean and fresh. Nappy changing facilities promote children's privacy, dignity and respect, although some items are stored on the floor and would be better placed on shelves or in closed storage units. Real life items in the home corner and construction area provide excellent opportunities for good quality imaginative role play. Photographs of children and posters depicting a wider view of the world and people of different cultural backgrounds, ensure all children develop a strong sense of belonging and understanding of the world. Clearly defined areas, both indoors and outdoors ensure rich learning experiences where children can learn, explore and play imaginatively. Children move freely and confidently between the indoors and outdoors in all-weather, enjoying the activities and resources on offer. For example, children develop their physical skills using large equipment such as large loose parts to build obstacle courses and reindeer sleighs. They have sufficient play equipment to develop physical skills such as scooters, balancing equipment and games resources such as bats, balls and hoops. Children thoroughly enjoy opportunities to experience nature, they grow fruit and vegetables in containers annually, and visit their orchard, astroturf area and school field when available to them. They enjoy the large open spaces where they can run around and play.

Staff ensure an extensive selection of interesting and exciting resources and equipment are available to children which are clean, well maintained and of good quality. They provide stimulating play and learning areas which enhance children's curiosity and imagination. For example, the metal detectors were popular and were buzzing throughout the day as children walked around the room with them. Children flourish because of the opportunities they have to develop their skills, especially during role-play because of the good quality resources available. In the home corner they use 'real objects' such as condiment sets, real and pretend food items, cups, saucers, and tea pots.

Staff change learning areas regularly to maintain children's interest and extend their skills. For example, staff decorate the setting to reflect the Christmas theme and introduce resources such as seasonal books, ice photos and create a children's snowflake collages to decorate the walls. There are a beneficial number of resources which help children learn about diversity and promote their cultural awareness such as musical instruments, books and dolls.

Leadership and Management — Good

Leadership and management of the setting is inspiring. There is a strong ethos of child-centred care between management and staff. Leaders ensure the Statement of Purpose is accurate and informative. Comprehensive and detailed policies and procedures are implemented successfully, and leaders give staff the opportunity to familiarise themselves with these and ensure that parents are kept informed of any changes. Leaders must ensure all reviewed policies and procedures are signed and dated and older versions are removed. Staff ensure record keeping systems for essential records are completed appropriately.

Children and parents benefit from a service which is committed to providing good quality care which has excellent outcomes for children. Leaders continually monitor the quality of care provided and welcome feedback from parents and professional bodies. Improvements have been identified and focus primarily on providing the best outdoor experiences for children, in a small, enclosed area, whilst at the same time utilising larger play spaces within the grounds of the community centre and school. Leaders value feedback from parents, carers and their children and aim to replenish resources when needed and to purchase those requested by the children.

Leaders manage staff effectively. Many of the staff have worked at the setting for a number of years, which is inspirational. Staff files contain the required documentation and are well organised. Staff are experienced, suitably qualified and well supported by the management team. Training is offered to ensure staff have the appropriate training certificates, including first aid and safeguarding. Leaders have high expectations of staff, supporting them to do their best. Regular supervision and appraisals are conducted to support staff in their professional development. There is a strong ethos of teamwork amongst staff, with those spoken to saying they are very happy in their work and appreciate the rapport they have with the management team, and the fact that they are so approachable. As a result, staff are very passionate about their work and value the opportunities they have to further develop their skills to benefit the children in their care.

Partnerships with parents are positive as they are kept well informed of their child's time at the setting and have opportunities to talk to staff when dropping off or collecting their child. The setting has a secure social media website.

Leaders work well with the Wrexham Early Years team to deliver funded sessions, and with external agencies, both voluntary and professional, which assist them in providing the best care possible, providing funded places for three-year-olds and in supporting the additional needs of children. Links with the local school are good, as staff escort children to and from the building throughout the day and have opportunities to liaise with their teachers.

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 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 10 - Healthcare	Items stored in the staff toilet facilities must be off of the floor, and where possible hygienically stored on shelving or in cupboards.
Standard 1 - Information	The Additional Learning Needs (ALN) Policy needs to inform parents of the ALN Code for Wales. Policies and procedures must be routinely signed and dated when changes are made.
Standard 5 - Records	A record must be kept of any existing injuries witnessed when a child arrives at the setting, or is found during the session, and consequently any action taken. This should be part of the settings safeguarding procedures and may also need be recorded as a 'significant event'.
Standard 12 - Food and drink	To seek further advice from 'Tiny Tums' Wrexham for further ideas to enhance the settings current snack menu, and how to encourage and promote the need for parents to provide healthy packed lunches.

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 inform parents of further help and guidance available in relation to ALN. The Welsh Government has published a parents' guide to rights under the Additional Learning Needs (ALN) system and SNAP Cymru provide independent advice and guidance on early years help for parents of young children who have or may have ALN.

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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