



Inspection Report

Pen-y-ffordd and Fynnongroyw childcare

**Ysgol Bryn Garth
Maes Emlyn Penyffordd
Holywell
CH8 9JA**



Date Inspection Completed

21/11/2024

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About Pen-y-ffordd and Fynnongroyw childcare

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Pen-y-ffordd and Fynnongroyw Childcare
Registered places	15
Language of the service	English
Previous Care Inspectorate Wales inspection	Post registration inspection
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.

<u>Well-being</u>	Excellent
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are happy and settled at Pen-y-ffordd and Fynnongroyw childcare. They make effective choices and decisions about what and where they play. Children have very good relationships with one another and staff. They enjoy an engaging range of interesting and stimulating opportunities, both inside and outside.

Staff understand and implement nearly all policies and procedures to promote safety for children. They interact and engage successfully, using positive reinforcement regularly. Staff clearly know the children very well. They provide a range of play and learning activities across all areas of the setting.

Leaders have several policies and practices in place. Overall, they ensure the environment is suitably safe, secure and well maintained indoors and outdoors. Children access a range of activities and resources, most of which are readily available to them.

Leaders have a good understanding of the Regulations and National Minimum Standards. They have a very clear vision for the setting and are keen to drive improvement. There is a small, consistent team which promotes an effective and engaging childcare provision.

Well-being

Excellent

Children have very good opportunities to make choices and decisions and have their voice heard. They freely decide what activities and resources they want to play with. For example, we saw children engaging with playdough, play in the home corner and build with wooden blocks. They express themselves clearly and confidently. We heard children say “*I found some more*” when looking for trains for the train track. They tell us what they enjoy playing with at the setting. One child confidently showed their diary they wrote whilst having ‘Dewi Dragon’ at home with them.

Nearly all children are happy, settled and cope well with separation from their parents or carers. They know the routine well, clearly pre-empting what happens at different times of the session. Children have very positive relationships with each other and staff. We saw them laugh and smile whilst playing. Children confidently ask their friends “*Can you get me a rolling pin too?*” with their friends responding immediately. They positively engage during play and are curious to learn more about each other, asking questions such as “*what is your favourite colour?*”

Children enjoy their time at the setting. They interact successfully and competently with each other and adults, in line with their age and stage of development. We saw children enthusiastically contribute to a story session and help to tidy up, with their efforts praised by staff. Children are active, engaged and play together well. They sit nicely at the table whilst having meals and listen to instructions from staff. Children explore the indoor and outdoor environment and engage in both child and adult led activities.

Children are interested in their play and learning. They access a range of opportunities within the setting and follow their own interests most of the time. They have a varied range of interesting and stimulating play opportunities to experience throughout the setting. We saw children enjoy playing with the water and bubbles outside and proudly count in Welsh and English during story time. Children confidently explore the outside area. They show great enjoyment when going on a walk within the grounds to feed the chickens, check for animals in the pond and listen to the bees in their hives.

Children are developing their independence skills well. They wash their hands and access the bathroom independently, or with support if needed, whilst being supervised by staff. Children feed themselves and attempt to open their lunches on their own. They ask for help if needed. Children take responsibility for their belongings and support staff with tidying up. Many children are very confident in dressing themselves in wet weather clothing for outdoor activities and put their wellies on with little support.

Care and Development

Good

Staff understand and implement nearly all policies to promote the safety of children. They have a sound understanding of their role in protecting children and confidently answer safeguarding scenarios, explaining actions they would take, if needed. Staff have completed mandatory training, including, child protection, first aid, and food hygiene. Children's contracts and consent forms are in place. Staff provide a healthy mid-afternoon snack and ensure water is available to drink. Children who stay for lunch club, have a packed lunch provided by parents. There are systems in place to meet allergy and dietary needs. Suitable cleaning and hygiene practices are in place. We saw staff clean tables and support children in hand washing prior to meals. However, during nappy changing, the policy was not always followed consistently.

Staff understand the behaviour management policy and implement positive strategies successfully. They use positive reinforcement, encouraging children through praise. We heard staff say, "*Good girl/boy*", "*Well done, Excellent*" and "*fantastic walking, good boy*". They encourage children to follow rules at the setting, such as 'nice and slow' whilst walking inside and promote good manners. Staff are calm, caring and responsive, they know children well. They listen and communicate successfully. Staff interactions are positive, demonstrating warmth, kindness, and patience. They support children by engaging and interacting at low levels. At snack time, staff successfully encourage children to try fruit, sitting with them to promote a social and engaging time. They support children in their learning. Asking open ended questions when on their nature walk, discussing what animals may come and visit their newly dug pond.

Staff provide a range of play and learning opportunities, with a successful balance of child and adult led activities. They are implementing the Curriculum for Wales and continue to develop their knowledge through training and resources available to them. Staff know children thoroughly and gain information about them prior to starting at the setting. They support children's transition into the setting well and cater for children's individual needs successfully. Staff have introduced systems to support children and work in partnership with parents and other professionals. They signpost parents to seek additional help or access services through the local authority if needed. Planning covers topics and themes, with development records in place. Staff introduce basic Welsh with children. For example, when completing the daily register they do so in Welsh, alongside counting and learning colours bilingually throughout play and adult led activities.

Environment

Good

Leaders ensure the environment is safe, secure, and well maintained. The entrance door has a lock, and exterior doors trigger an alarm system if they are opened. All visitors to the setting are required to sign in. There are some risk assessments, including the outdoor play equipment and for some shared access areas within the school. However, formal risk assessments are not in place for all areas of the building, alongside specific risk assessments for activities and animals at the service. Staff complete and record daily health, safety, and cleaning checks. Regular fire drills are complete at different times of day. Appropriate electrical, fire extinguisher and boiler safety checks remain current.

Leaders ensure the service provides a varied range of opportunities for children. The indoor play areas provide children with space to freely move, with zoned areas of play. There are appropriate toilet facilities, which have recently undergone refurbishment and a suitable nappy changing area. A newly fitted kitchen also provides a place for snacks to be prepared, alongside facilities for cooking with children at low level worktops. Nearly all equipment is readily available to children, so they can choose activities which allows them to follow their interests independently.

There are some displays which promote children's birthdays and weather with bilingual elements. We saw photographs of children, included in their diary of 'Dewi Dragon' who goes home with children at the weekend, promoting a sense of belonging. The outdoor play space has undergone many developments, including an undercover area, alongside new storage facilities. They also have shared access to the large school grounds. The outside play space has a variety of resources and play opportunities. Including sensory play, orchard, pond, chickens, bee hives and a large apparatus play equipment. Leaders confirmed they are developing plans to further improve the outside provision soon.

Leaders provide a range of quality, developmentally appropriate play and learning resources. They provide resources for all ages and stages of development, which contribute to the children's all-round development. For example, through role play, construction play, sensory and creative activities. They provide resources and learning opportunities which promote children's curiosity about wider society, celebrating equality and cultural awareness. The setting is currently planning developments within the play space to increase the area to provide more opportunities for children.

Leadership and Management

Good

Leaders are organised and work well with the committee. Overall, they have a good understanding of the National Minimum Standards and Regulations. There is a strong vision for the setting, which is shared with others. Leaders are keen to drive improvement. They engage with CIW and generally inform us of information at the setting via the online portal. Following our inspection visit, a recent staff matrix and up to date statement of purpose has been uploaded. Leaders ensure clear regulatory records are in place, such as registers for children and staff, contracts, and consent forms. Policies, procedures, and documents are regularly reviewed. Although the Additional Learning needs policy does not reflect changes in legislation. They have appropriate public liability insurance.

Leaders have effective self-evaluation systems in place. They seek the views of children and parents. Within the review they reflect on what they do well and how they can improve. They continuously look at developing the provision further. At the time of inspection, leaders had submitted changes to extend the provision and increase the capacity of children further. The person in charge at the setting is fully supported by the committee in the day to day running of the provision, providing a supportive and effective management team.

Leaders follow robust recruitment processes to safeguard children. There are recruitment procedures and suitability checks in place. There is a small, tight knit team, with low staff turnover at the setting. All staff have current and up to date Disclosure and Barring Service (DBS) checks. Staff told us they feel well supported by the person in charge and regularly discuss the setting and the service they provide. Annual appraisals are undertaken and review staff progress. However, formal recorded supervisions have not been undertaken. Formal and informal team meetings regularly take place. There are opportunities for staff to undertake training and continual professional development is provided to staff.

Leaders have strong relationships with parents and carers. They link with a range of professionals and the local community to enhance the provision. For example, seeking funding to develop the environment. Verbal discussions take place at the start and end of the session, with an open-door policy in place. Staff regularly share children's achievements and photographs at the setting via a digital app.

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

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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	Provide a consistent approach to nappy changing procedures to ensure they are in line with policy.
Standard 22 - Environment	Develop written risk assessments to include all areas and activities within the provision.
Standard 18 - Quality assurance	Record and complete regular formal written staff supervisions.

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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