Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Estyn
Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Garden City Childcare

Sealand Youth and Community Centre
Sandy Lane
Garden City
Deeside
Flintshire
CH5 2JH

Date of inspection: March 2023

by

Care Inspectorate Wales (CIW)

and

Estyn, His Majesty's Inspectorate for Education and Training in Wales

About Garden City Childcare

Name of setting	Garden City Childcare
Category of care provided	Sessional Day Care
Registered person(s)	
Responsible individual (if applicable)	Gail Bennett and Jennifer Rochfort
Person in charge	Toni Davies and Jennifer Evans
Number of places	19
Age range of children	2-4-year-olds
Number of 3 and 4 year old children	Eight 3-year-olds and four 4-year-olds
Number of children who receive funding for early education	Five children
Opening days / times	Monday to Friday 9:00am-11:30am and 12:15pm-2:45pm
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
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.
Date of previous CIW inspection	This is the first inspection since registration
Date of previous Estyn inspection	This is the first inspection since registration
Dates of this inspection visit(s)	27/03/2023
Most children have English as a first language and no children speak Welsh at home.	

Summary

Theme	Judgement
Well-being	**Good**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Care and development	**Good**
Teaching and assessment **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Environment	**Good**
Leadership and management	**Good**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Build children's confidence in using the Welsh language

R2 Improve provision for the development of children's information and communication technology (ICT) skills

R3 Formalise performance management processes

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Well-being: Good

Nearly all children are confident communicators as their wants, moods and needs are considered. For example, children enjoy introducing themselves and showing what they like to play with. Nearly all children approach practitioners with confidence to make their requests. For instance, a child asked practitioners politely if they could make some cakes, and this is what they did.

Nearly all children settle quickly as they are greeted warmly by friendly practitioners. They are familiar with the daily routines and show how they tidy up their toys.

Nearly all children interact positively with their friends and those caring for them. They are learning kindness and empathy. For instance, children give the cakes they make to a community group delivering food to homeless people and celebrate the occasion by singing their favourite songs. They are learning to take turns and share their toys well. For example, a child made a birds nest out of re-cycled materials and told their friend they had made it for them. Nearly all children enjoy the social occasion of snack time, demonstrate good manners and sit by the table maturely.

Nearly all children are active and curious learners. For example, a group of friends have lots of fun rolling small re-cycled tyres down a soft play ramp, experimenting with speed and motion to see whose tyre could reach the end the fastest. During a baking activity, children name the ingredients correctly and take turns to stir the mixture. Many children develop their imagination well in the home corner, pretending to make sandwiches with the food props and counting the wooden cherries in the bowl. Other children enjoy being active outdoors. They confidently pedal trikes and fill different containers with water to practise their pouring skills. A few children enjoy watering the flowers and a child mows the grass enthusiastically with a battery-operated mower. Nearly all children develop their creativity well through a variety of craft activities on offer. For instance, children show excitedly how they coloured paper egg shaped templates in preparation to celebrate Easter.

Nearly all children are developing their independence well. They work as a team to build their own obstacle course and help each other to walk across the wooden planks. Many children sustain concentration appropriately. For example, a child took their time to use a magnetic fishing game and persevered to catch the fish. A few children enjoy quiet time and are content to sit on their own to explore the books on offer. Nearly all children respond well to opportunities to develop independence skills. For instance, they prepare themselves well to play outdoors. Nearly all children do things for themselves successfully and this helps them to develop their creativity to experiment and be imaginative.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): Good

Nearly all children play together purposefully, and many make at least good progress in their learning. As a result, many develop their literacy, numeracy and physical skills well, which has a positive impact on their learning and cognitive skills.

Nearly all children listen to instructions attentively and act on them productively. For example, they persevere diligently when building castles and towers in the sand. Many communicate clearly when responding to each other, expressing feelings and sharing ideas. For example, whilst playing at making food they ask each other what they would like in their sandwiches before preparing the food for each other and serving with a cup of tea. Nearly all children make sensible decisions about what clothes are most suitable to wear in order to work outdoors and a majority of children use words and expressions meaningfully. In addition, most respond enthusiastically to music and sing and perform energetically while playing instruments and traveling around the outdoor area like birds and insects.

Many children are developing their early reading skills well. For example, they handle books confidently, holding them the right way up, turn pages and enjoy listening to stories read to them. Many children enjoy mark making with different media such as felt pens, chalk and paint and about half are gaining a meaningful understanding of the purpose of writing. For example, they attempt to write food lists and sign their names in greeting cards.

Many children develop good mathematical skills and use mathematical language in correct contexts. For example, they name and draw different numbers and 2D shapes in the sand and on paper and compare the size of objects using mathematical vocabulary such as 'small' and 'big', 'long' and 'short'. Many children can say numbers in order to ten and most count objects accurately to five. Many choose relevant tools and materials when experimenting and solving problems, for example when considering how best to move water from one place to another, and how many scoops of sand are needed to fill a tub.

Many children develop their physical and problem-solving skills very well through a range of interesting activities indoors and outdoors. For example, they solve the problem of how to move from one area to another without stepping on the floor and choose different routes to the top of the climbing frame before whizzing down the slide. Many children enjoy being creative, for example when making birds and nests using dough and decorative materials.

During their time at the setting, few children are developing their Welsh skills adequately. They use simple words at snack time and say their numbers to three with a little support. A majority of children access and use a range of (ICT) equipment appropriately, for example when using a device to record their own voices.

The majority of children are beginning to develop an understanding of basic Welsh vocabulary. They use simple numbers and elementary words and phrases at snack time, but generally their confidence of using the language is underdeveloped.

Care and development: Good

Practitioners know the children well. They have a friendly, caring approach and manage interactions with children positively. Practitioners praise children consistently for their efforts and celebrate their achievements.

Practitioners understand their responsibilities in keeping children safe and healthy. They implement appropriate policies and procedures well to promote healthy

lifestyles. For example, practitioners encourage children to eat healthily, be active and play outdoors in the fresh air. They encourage children to wash their hands, and this helps to develop their personal hygiene practice effectively. The setting's arrangements to safeguard children meet requirements and give no cause for concern. Practitioners complete accident and incident records accurately and these are signed by parents and carers to evidence that they are kept informed. Practitioners conduct fire drills to make sure that children know what to do if they have to leave the premises in the event of an emergency. Nappy changing procedures are in line with current infection control guidance. First aid and safeguarding training is current and suitable for the ages of children cared for.

Practitioners are responsive to children. They listen and respect their choices and requests. Interactions are positive, demonstrating warmth and kindness. Practitioners are committed to providing a broad range of opportunities to develop children's play and learning successfully. They are currently introducing and delivering the Curriculum for Wales for funded non-maintained nursery settings. They focus well on the interests of the child, their individual needs and development.

Practitioners provide suitable and sensitive support for children who may have an additional learning need. They collaborate well to build children's confidence. Practitioners organise interesting opportunities, which are led by the children's choices and interests. They track children's progress appropriately and draw on these observations to create meaningful play and learning experiences for the children. They plan well for the next steps in the children's development and review progress regularly.

Practitioners provide children with varied and valuable opportunities to learn about the world around them. They bake and make craft items for local community groups and learn about nature by observing an owl, noting its' form and beauty. They explore celebrations and festivities successfully through a variety of craft activities, opportunities to taste food from different countries and stories from different cultures.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Good

Practitioners work together effectively and plan a curriculum that offers interesting and worthwhile experiences indoors and outdoors, engaging the children successfully. They model activities and support children's free play well. For example, they provide opportunities for children to develop their creative skills and solve problems by choosing, measuring and mixing ingredients to bake cakes. As a result, many children sustain interest in tasks for extended periods.

Practitioners have healthy working relationship with children and support and encourage them skilfully. They reflect on their practice in relation to the principles of the Curriculum for Wales and carefully evaluate when and how to intervene in order to enrich the spontaneous learning. For example, they challenge the children to cut, press and stretch dough to create bird nests and observe as the children evolve the activity to create birds for the nests they have created. They frequently ask open and relevant questions, encouraging children to think and discover for themselves. They ask the children how they would travel safely along the climbing frame and challenge them to discover which objects float and which ones sink.

Provision to support children's literacy and numeracy skills is mostly effective. Practitioners focus well on improving the children's speaking skills by repeating vocabulary and phrases and lively singing. The majority of children use a range of ICT equipment appropriately, for example to listen to messages recorded by practitioners, which helps them understand different tasks. However, opportunities for children to develop a broad enough range of ICT skills are limited.

Practitioners model and motivate children to create marks with a variety of media and encourage them to count and sort objects, to name shapes and compare the sizes of different objects. For example, on discovering a centipede on the yard the practitioners encourage the children to observe, describe and estimate how many legs it has. However, opportunities for children to develop their confidence when using Welsh words and phrases are less well developed.

Practitioners are developing effective assessment procedures and they use the information to plan for the next steps in learning purposefully. They develop opportunities to encourage children's independence effectively. For example, they expect them to serve themselves food and drink at snack time and tidy up afterwards. They encourage children to take turns and to say please and thank you in order to understand the importance of sharing and being polite with your friends.

Practitioners plan valuable opportunities for children to develop their physical skills. For example, they encourage children to climb and balance, ride bikes, throw and catch balls and use a variety of tools to build and fix things. They provide effective activities to develop children's creative skills, such as preparing meals in the kitchen, experimenting with dough, and composing and performing with the percussion instruments.

Practitioners develop successful spiritual, moral and social skills among the children. They celebrate diversity appropriately by studying special holidays, such as Chinese New Year. Children have worthwhile opportunities to learn about their Welsh heritage. For example, they celebrate Saint David's Day and have Welsh displays, and Welsh books are located in each learning area which help promote an understanding of Welsh identity. There are valuable opportunities to learn about care for living things. For example, practitioners encourage children to water plants and put out food for the birds in the setting outdoor areas.

Environment: Good

Leaders provide a safe and clean environment where children can play freely. The environment is secure, and well maintained both indoors and outdoors. Leaders ensure that the environment meets the children's needs and enables nearly all children to reach their full potential.

Leaders make sure risk assessments identify potential hazards appropriately and implement procedures to manage these risks effectively. They follow satisfactory hygiene practices and suitable infection control measures, which help to minimise any risks to children's health and safety. Leaders make sure everyone understands their responsibilities in relation to the safety and welfare of children. They ensure that clear information is available to everyone about how emergencies are dealt with. Practitioners supervise children well across all areas of the setting.

The layout of the play areas promotes children's independence successfully, enabling them to access toys and resources with ease. There is a good selection of recycled and natural resources to develop children's sensory, language, numeracy and self-awareness skills. Attractive cosy corners enable children to rest and have some quiet time. There are ample toys, resources and furniture suitable for the ages cared for. Leaders promote children's awareness about the world around them and their wider society effectively. For example, there are dolls and small world figurines showing people from different cultures. Leaders have purchased new resources and developed the outdoor play area, giving children more opportunities to play in the fresh air in all weathers. This area is accessible for children to freely use throughout the day.

Leaders provide a designated area for children's personal items, creating a sense of belonging. They present children's artwork nicely showing children their efforts are valued. For instance, children have been exploring the theme of flowers and colours. Lovely displays of the children's paintings of the flowers they see at the setting decorate the play area.

The outdoor play area is organised well with a good range of equipment and climbing apparatus for children to choose from and develop their physical and fine motor skills. Leaders make sure that children have the opportunity to learn about the natural world and have organised areas in order for them to learn about planting, growing flowers and discovering insects.

Leadership and management: Good

There is a warm and welcoming ethos at the setting. Leaders have created and share a clear vision based on providing a caring and engaging learning environment for all children. A clear sense of teamwork is evident, and all practitioners feel valued and work together effectively and support each other well.

The setting complies with childcare and day care regulations and meets the national minimum standards. There is a clear statement of purpose providing an accurate picture of the setting, allowing parents to make informed decisions around the suitability of the setting for their child. Leaders are developing a culture of self-evaluation. They ensure that consideration is given to the views of everyone involved with the setting to improve the provision and children's experiences. For example, they follow advice from the local authority team in relation to developing the observation and assessment practices in order to better inform next steps in children's development.

Overall, leaders have appropriate arrangements for monitoring and validating the work of the setting. They identify the setting's strengths and areas for improvement effectively, for example improving the provision to extend the children's creative and physical skills by purchasing new equipment. As a result, the children's physical skills and confidence are developing well. The leaders follow safe, robust and timely recruitment processes and provide good support for the induction of new practitioners. They have suitable processes for supervising and evaluating practitioners work, which lead to appropriate agreed targets. However, these processes have not been formalised robustly enough to evaluate the practitioners' progress consistently.

Leaders prioritise budget expenditure and grants against targets effectively and allocates resources wisely. This ensures that all practitioners are well qualified and benefit from training such as developing children’s independence and additional learning needs training to meet the children's needs. As a result, leaders promote exciting and valuable experiences for the children.

Leaders are developing a range of beneficial partnerships with parents, community groups and external agencies that improve the quality of provision and outcomes for children. For example, parents feel welcome at the setting and value the regular exchange of purposeful information they receive about their child through day-to-day contact and via social media.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (http://careinspectorate.wales) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

This document has been translated by Prysg (English to Welsh).

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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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