Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Penguin Daycare

Sure Start
Westwood Early Years Centre
Tabernacle Street
Buckley
CH7 2JT



Date Inspection Completed

20/11/2023

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About Penguin Daycare

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Penguin Daycare
Registered places	25
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 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.

Well-being	**Good**
Care and Development	**Good**
Environment	**Excellent**
Leadership and Management	**Good**

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

Summary

Children are very happy and enjoy attending the setting. They feel very safe and secure in the care of staff. Children receive good opportunities and make many choices about how to spend their time. They develop their independence through a range of quality experiences and play.

Staff are professional and passionate about their roles. They have a thorough understanding of how to keep children safe and healthy and implement the setting's policies and procedures effectively. Staff are patient, kind and caring. They support children's learning and development very well, offering a wide range of activities led by children's interests and developmental needs. Staff keep effective records of children's progress.

The environment is engaging, purpose built, extremely well maintained and secure. The layout is child-centred and promotes independence. An excellent range of indoor and outdoor resources enhance children's all-round development.

The people who run the setting are competent and have a clear vision. There is a beneficial range of policies and procedures to support the running of the setting which are updated regularly. Recruitment processes ensure the most appropriate people are recruited for their roles. Parent partnerships are good.

Well-being Good

Children have many choices and opportunities to make decisions about how they spend their time. For example, children move freely between indoor and outdoor play areas. They express themselves effectively, knowing staff listen to their needs and wants. Children use basic signing when they need to. Their individual needs, likes and dislikes are considered as staff have the information they need. Children's interests form the basis of daily and weekly activity plans.

Children are very happy at the setting and feel valued. They clearly enjoy being in the company of other children and form warm and affectionate relationships with staff. Those who have settled in, know the staff and daily routines very well, which helps them feel at ease and confident in their surroundings. Individual children receive plenty of encouragement and praise from staff when settling in, and when learning new skills, giving them the confidence to play and learn. For example, a child was reassured their parent would be returning soon to collect them and distracted with the idea of playing outdoors with the other children. Outdoors, all children played happily, they approached staff when they needed help and were comforted when for example they got upset because their wellington had come off.

Children interact positively with their friends and staff, for example when playing on the pirate ship and looking through the telescope together. They talk freely and express their needs, asking to use the bathroom when needed, reaching out for help when they fall over, and requesting more food at snack time. They are learning to share toys and resources in the water tray and mud kitchen for example and are beginning to understand the needs of others and develop empathy. For example, one child was using a whisk to splash in the water and to paint on the blackboard, they let others have a go when they saw them watching.

Children thoroughly enjoy and are engaged in their play. They benefit from a good variety of play opportunities and an abundance of resources which they can play with as they wish. Children are motivated to follow their own interests and sustain their play for periods suitable to their age and stage of development. For instance, one child was completely absorbed in their role play pretending to be a motor mechanic and mending the wheel on their bike with a toy screwdriver.

Children develop a wide range of skills as they play and have excellent opportunities to become independent. We saw children use the bathroom, wash, and dry their hands independently. They confidently choose activities, which support them to develop independent thinking skills and make their own decisions. Children readily help to tidy up at the end of a play session and are very familiar with where items are to be placed.

Care and Development Good

Staff have a very good understanding of their roles and responsibilities to keep children safe and healthy. They are all suitable to work with children, receive regular safeguarding training and supervise children well. They effectively implement the setting's policies and procedures and demonstrated to us that they know what they should do when they have concerns about a child and/or a parent. Informative safeguarding posters are displayed throughout the setting to inform staff and parents of the procedures to be followed. Staff follow good hygiene routines. For example, they have appropriate procedures for nappy changing and clean tables before children sit down to eat. They encourage regular handwashing and ensure children's noses are wiped in a timely manner, which minimises the spread of germs. Staff promote children's oral health following guidelines set by 'Design to Smile' and ensure children brush their teeth daily. All staff have completed first aid training. In line with their accreditation with 'Tiny Tums' a varied and nutritionally balanced healthy snack menu is followed and drinking water is available throughout the day. The setting has achieved the 'Healthy and Sustainable Pre School' award which evidences their continued effort to promote healthy lifestyles within the setting. Staff record all accidents and incidents in detail and ensure information is shared with parents verbally, and by using social media and group applications.

Staff are kind and caring towards the children. They are very responsive and nurturing, which means children approach them with ease. Staff are aware of the need to monitor children's well-being and often chat with children whilst sharing 'mindful colouring' activities. The behaviour management policy promotes positive strategies which help children to regulate their own behaviour and promote their self-esteem. We saw staff implement these strategies skilfully with children of all ages attending, using gentle tones, distraction methods and lots of praise to reinforce positive behaviour. For example, we heard them ask older children who were play fighting in a gentle manner "*are you being careful*?" and "*are you ok*?". Staff use the same strategies used in the school, for example using "*kind hands, and walking feet".* Staff have good relationships and communicate well with each other. This ensures children are appropriately supervised and supported throughout the day.

Staff are qualified and trained to support children's learning and development very well. They provide an extensive range of play experiences, tuning into individuals learning with the children's interests and learning styles in mind. Staff know when to intervene to stimulate and encourage children to play and learn, especially with younger children who tend to want to play alongside an adult and with older children receiving after school care and need to relax. They have successfully implemented the new curriculum in Wales, with planning now linked to those used for the five pathways in non-maintained settings.

They further develop their skills by attending training linked to a variety of different approaches which focus on children's individual learning styles and the promotion of developing curious learners. Staff have access to detailed planning sheets for individual children, One Page Profiles, and record 'Wow' moments they observe in children's Learning Journeys. Staff use this information to adapt and plan for further individual and group, play opportunities. Children with additional learning needs are very well supported as staff work well with outside agencies to seek support and consequently meet children's individual needs. They promote and signpost parents to a speech therapy hotline for example and work closely with parents to help children who lack confidence when settling in. The use of basic sign language could be developed further to benefit all children attending. The Welsh language is promoted well. We heard staff frequently use basic phrases and words with children as well as encouraging children to sing Welsh songs and rhymes.

Environment Excellent

The environment is safe and secure and provides ample space for children to play and learn. The new premises, located in the grounds of Westwood C.P School, are purpose built and very suitable. Detailed risk assessments are written and reviewed for all areas of the setting and staff complete daily checks to identify and eliminate potential hazards to children's safety. However, the water trays outdoors need to be included in risk assessments to ensure staff are checking whether rainwater has collected in them. All staff are aware of the positive benefits of "risky play" and include reference to these in risk assessments linked to the use of large play equipment outdoors. The premises are clean and well maintained, cleaning routines reflect good hygiene practice and effective infection control. Registers for children, and those staff caring for them are completed daily. Staff ensure only authorised persons can enter the setting, and keep a log of any visitors. Fire drills are carried out regularly and logged, so staff and children know how to evacuate the building safely in the event of an emergency.

The environment is welcoming and child friendly and the layout and design help promote independence. Some resources are set out on tables, with others available for children to use as they wish in all areas. Resources encourage children to explore the world around them. For example, the role play areas contain authentic items such as crockery, saucepans, child size sofas, lamps and coffee tables to create a real representation of a home environment. Staff ensure the outside play space is used daily which supports children's well-being and physical development. Children grow their own vegetables, fruit and flowers, and have a selection of large loose parts to create their own play. They can sit in an outdoor reading den to relax or be active on a selection of large play equipment, scooters, and bikes. Staff display children's photographs and creative work around the setting which gives children a lovely sense of belonging and makes them feel proud of their achievements. When staff identify issues with equipment and resources they are quickly resolved. For example, in addition to having a drop-down nappy changing unit in the toilets, a larger and sturdier one has been purchased since registration to accommodate the needs of older children. Those who run the setting also plan to replace the current hand driers with quieter 'child friendly' ones.

Those who run the setting secure grant money to make improvements to the premises. A covered area has been put up and further spending planned to provide additional outdoor facilities and resources. Toys and equipment are clean and in good condition. The setting has good quality furniture and resources to support children's independence. For example, child sized tables, chairs, low level toy storage and individual named coat pegs a welly rack, and area to store their belongings. There are a suitable number of children's toilets and nappy changing facilities available, which are clean. Liquid soap and paper towels are easily accessible to support children's independence when washing their hands.

Natural and sustainable resources are in abundance, with sensory areas suitably equipped, for example with basket pods for sleeping and relaxing. Authentic items such as child size sofas are used by younger children for play and older children for relaxing in a well-designed ‘communication friendly’ environment after school. There are some resources to promote diversity and a multi-cultural society such as dolls and books.

Leadership and Management — Good

People who run the setting known as ‘Penguin Daycare’, work hard to provide a valuable wraparound service for children aged 2 to 12 years. A clear statement of purpose provides parents with accurate information about how the setting runs. Detailed and regularly reviewed policies and procedures aid the smooth running of the setting, these are available online, but if needed parents can view these on the settings electronic tablet on site. The responsible individuals keep in contact with staff and provide support to the persons in charge of the setting and its team of staff. The required documentation is in place for children and staff, however there is no reference to children’s first and additional languages if any or their religious/cultural background. This information, if obtained from parents, would ensure children’s individual needs are better met.

People who run the setting engage with Care Inspectorate Wales (CIW) to update and submit relevant documents as required. They have recently registered as an organisation, having previously operated for several years with a registered person. There has been little change to the operation of the service, and many systems remain in place to ensure the continued successful running of the setting. For example, there is a system already in place to monitor and review the effectiveness of the setting, to identify areas for improvement and development which the responsible individual has completed for self-assessment purposes since registration. Several improvements have been identified and actioned since moving into the new premises.

People who run the setting maintain an organised environment and benefit from a separate office and reception area; documents are easily accessed and in good order. Staff files are of a good quality and all relevant checks carried out to ensure staff are suitable to work with children, this includes volunteers and students. Staff confirmed they receive regular supervision meetings and annual appraisals, which enable them to identify their strengths and areas for development. They confirmed they use a communications book to update staff on events, training etc. and speak with each other regularly, reflect on their practices and experiences, and continue to work well as a team. All staff have up to date mandatory training such as first aid and safeguarding. They receive good opportunities for additional training and opportunities to lead in areas such as health and safety, curriculum planning and assessment, when delegated to them. People who run the setting are enthusiastic, motivated and enjoy their work.

Partnership with parents and Early Years organisations are good. People who run the setting and the staff team keep parents informed about their child’s day providing verbal feedback at collection about activities, snacks, toileting, and any other issues.

Further information is recorded for parents using their online accounts and social media platforms, this includes information regarding planning for individuals, childcare offer news, special events and amendments to policies for example. Thank you, cards, displayed were extremely positive. Suitable working relationships have been developed over the years with various agencies and professionals, such as Flying Start, speech and language advisors, and health visitors. The setting has good links with the adjoining primary school which benefits the children as it enables a smooth transition when ready to move to the school.

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 24 - Safety	Ensure the use of water trays outdoors are included in the settings risk assessments.
Standard 5 - Records	Ensure information regarding children's first and additional language/s and cultural backgrounds/ religion are obtained when registration and contracts are completed.

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 further develop the use of basic sign language with all children.

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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