Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

**The Hollies Childcare Facility**

**Gwauncelyn Primary School**
**Heol Deg Tonteg**
**Pontypridd**
**CF38 1EU**



## Date Inspection Completed

11/01/2024

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# About The Hollies Childcare Facility

| | |
|---|---|
| Type of care provided | Children's Day Care<br>Full Day Care |
| Registered Provider | The Hollies Childcare Facility |
| Registered places | 50 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | Post Registration |
| Is this a Flying Start service? | 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. |

| | |
|---|---|
| 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 are happy, settled and have consistently successful experiences at the setting. They make worthwhile and valuable choices about activities they engage in and can follow ideas and interests when appropriate. They have strong relationships with staff and interact with them confidently. Children make positive progress in their learning, development, social and independence skills.

Staff keep children safe and implement the setting's policies and procedures purposefully. Interactions between staff and children are positive and warm and all staff skilfully support children's needs. Staff plan themes around relevant books read and a worthwhile range of topical activities. The children's interests consistently lead these topics and ideas. Staff keep purposeful records of children's progress and development.

The indoor environment is welcoming and well resourced. People who run the setting ensure staff follow clear and beneficial infection control procedures. The indoor environment throughout is clean, safe, and suitable. Risk assessments are in place and ensure that all possible risks are considered. The setting has a range of good quality toys and resources indoors. The outdoor area is used well. People running the setting and staff ensure children make good use of resources to develop and further enhance the experiences offered.

Leadership and management of the service is good. Leaders and staff work well together, and the Registered Individual plays an active role at the setting. Parents speak highly of the setting, the opportunities offered, and the care their children receive.

## Well-being Good

Children arrive positively at the setting and cope well with separation. Children are comfortable in their surroundings and with all staff. They have formed positive bonds with staff and each other. These bonds have a positive and valuable impact on children's well-being. Children are generally welcomed by their key worker upon arrival but are happy to approach all staff. The care they receive is valuable and provides a warm transition from their parents and guardians. Children understand that all staff respond positively to their individual needs and requirements and consistently approach them for support. For example, children are supported by all members of staff when taking part in activities indoors and outdoors such as bikes, scooters, dressing up clothes and the playdough cutters.

Children have built worthwhile friendships with each other and work together co-operatively. For example, in the play dough activity, children were cutting out shapes and sharing their successes. They patiently wait their turn in activities. For example, children share resources such as shark cutters in the playdough and take turns with the toys available outdoors. They also work together when tidying up the area at the end of sessions.

Children consistently communicate positively with staff and each other and show a strong interest in the varied activities available. Upon arrival, they engage successfully in the experiences available to them. They make positive choices of activities they take part in and can move around as they wish. For example, some children go outside while others stay indoors. They are free to move between the two environments independently. Nearly all children show worthwhile curiosity and enjoy a variety of good play opportunities. For example, children engage with free play resources, the dancing and singing activities and the playdough activity.

Children are aware of their moods and the feelings of others at the setting. Staff successfully take these into consideration, and children can decide which activities to participate based on their feelings. Examples include children staying indoors rather than playing outdoors and participating in role play instead of singing. Laughter and enjoyment are evident throughout the setting from both children and staff. Children are confident when sharing successes with staff such as creating shapes, riding the bikes safely and going down the slide.

Children develop their independence skills through the worthwhile activities planned and through the support of staff. They can access the indoor and outdoor resources independently under staff supervision. Children wash and dry hands independently before and after snacks and to put waste food in the appropriate bin. Opportunities for children to develop independence at snack time is minimal at present.

## Care and Development — Good

Staff consistently implement the setting's policies and procedures ensuring children are kept safe and healthy. They receive safeguarding training and effectively understand the setting's safeguarding procedures. Relevant safeguarding information is clearly displayed on the information board. Staff keep records of accidents and incidents separately and ensure all documents are signed by parents. Staff keep records of pre-existing injuries when children arrive at the setting. All members of staff hold paediatric first aid training, enabling them to deal with accidents appropriately. The setting has systems in place to record the administration of medicines, including last dose administered. Nearly all staff understand and encourage children to eat healthily, and healthy and nutritious snacks are prepared for children. Children's dietary needs and any allergies are displayed clearly and dealt with appropriately and safely. Staff follow hygiene procedures including wearing appropriate Personal Protective Equipment (PPE) when preparing and serving food. Staff thoroughly clean tables before and after snack time. Children's dignity is ensured when changing nappies. At present, the use of PPE during nappy changing is inconsistent and does not follow the setting's policy. Children are consistently encouraged to wash their hands before and after eating their snack.

Staff have positive and effective relationships with children. The setting implements a key worker system. Due to the relaxed nature of the staff at the setting, children show willingness to approach the nearest staff member to them. All staff are calm, caring, patient and use quiet and effective tones of voice when talking to children and therefore the children are comfortable. Staff effectively support children's behaviour indoors and outdoors. They fully and interact skilfully with children during activities including discussing ideas for developing their learning. During snack times staff consistently remind children of appropriate behaviour such as eating and sitting at the table until they have finished. Staff interactions in activities is consistently good. Examples include questioning 'how many legs does the clay spider have' and then 'how many more does he need to make 8?' Other examples include engaging in role play and singing with the children. Staff implement behaviour strategies in line with their behaviour management policy and offer praise and encouragement to children. "*Well done*" was heard constantly during the inspection.

Staff promote children's play, learning and development, through the effective planning of a wide range of tasks. Examples include arts and crafts, jigsaw puzzles, numicon and role-playing area. Children's input to the planning is noted in a planning document. Children developmental milestones are assessed as soon as possible after starting at the setting. These are repeated every two months to record progression.

The staff have strong knowledge of the children and their individual needs. One-page profiles are used effectively, and regular observations support relevant children. There are effective links with parents and outside agencies and regular recommendations further support children.

## Environment — Good

The indoor environment is safe and secure. The outdoor area is safely accessed through the setting and is surrounded by appropriate fencing. Visitors are granted access by people running the setting and staff through the main entrance which is secure. Risk assessments are in place, including thorough daily and weekly checks of both indoor and outdoor areas noting hazards and remedial steps to be taken. People who run the setting keep records of the required safety checks which are completed within appropriate timescales, including fire and smoke alarms, fire extinguishers and electrical testing. Some information regarding building checks are not readily kept within the setting. The toilet facilities are age appropriate, and all staff follow guidelines to promote children's privacy and dignity. Cleanliness of the setting is consistently good, and a cleaning schedule is clearly displayed with tasks and roles and responsibilities.

The premises are warm and provide a purposeful environment for children. The environment is used effectively to promote children's learning and development. The setting enhances children's curiosity, and overall learning. For example, the large open plan room ensures space for children to access to age-appropriate activities. These include painting easel, water and sand play, tuff trays and an interactive television. Resources are stored at an appropriate level and children can access them and make choices independently.

There is access to the outdoor area from inside the setting. The area is safe and secure and is resourced effectively. Resources outdoors include age-appropriate bikes and trikes, a slide, and a shelter. Potential risks from the shelter's metal pillars have been minimised with effective use of protective foam. Children have free and independent access to all the resources outdoors. All resources outdoors are appropriately and securely stored. The area provides effective privacy to the children as the setting shares the site with a school.

The setting provides a consistently good range of age-appropriate toys and resources that keep children engaged. These resources include sand and water area, books, and various toys. All furniture and equipment are age-appropriate and of good quality. All toys and play equipment are clean and well-maintained and are cleaned during the day. There is a limited range of resources available to promote cultural awareness, celebrations, and diversity within the setting. The setting celebrates Diwali, Easter, and the Chinese New Year with the children. Displays of children's work are evident based on themes planned such as birthdays and dinosaurs.

## Leadership and Management — Good

Leadership and management of the setting is effective and successful. People who run the setting are positive and purposeful and have a sound vision for the future. They have consistently good expectations of staff and effectively support them to offer opportunities for the children. The statement of purpose provides parents with useful information on how the setting runs. People who run the setting review their policies and procedures regularly and ensure staff implement them successfully. The policy file has an index which notes the policies, their issue number, and the date of the last review. They have effective record keeping systems in place including staff files, children's contracts, risk assessments and staff training information. People who run the setting inform Care Inspectorate Wales (CIW) of events as set out in regulations. Therefore, relevant information is provided within the required timescale.

People who run the setting have consistently good systems for the evaluation of the service. They regularly seek feedback from parents, staff, and children. A suggestion box is accessible in the main entrance for children and parents. Information is used purposefully to identify priorities for improvement and to further improve opportunities for staff and children, such as improving communication systems. The setting has incorporated this suggestion and have a new email system in place. A board is displayed outside for parents, noting what activities are available for children during the day.

People who run the setting value their staff. They ensure qualified and consistently good staff are present to make sure children are safe. There is an effective ethos of teamwork within the staff members, with laughter and enjoyment evident throughout. People who run the setting ensure staff work together successfully to ensure the best opportunities and outcomes for children. People who run the setting conduct regular supervisions and appraisals and support staff in their professional and training requirements. Staff feel supported by management and feel they can talk confidently and discuss ideas and concerns with them.

Partnerships with parents and outside agencies are consistently good. Staff share regular daily records with parents relating to snacks eaten, toileting needs, activities, and any other relevant information. Parents told us their children receive consistent good care and feel involved in the setting. Successful partnerships with the local school include joint activities such as, seeing Santa, school trip, and watching their Christmas Concerts. To further support transition, staff prepare a valuable short report on each child which is shared with the school and parents.

| 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 7 - Opportunities for play and learning | Further develop children's independence especially at snack time. |
| Standard 10 - Healthcare | Ensure that appropriate Personal Protective Equipment is used consistently within the setting |
| Standard 24 - Safety | Ensure that copies of relevant safety checks are kept within the setting |

| 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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