Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Roots and Wings Child Day Care Ltd

The Old School House
Halkyn Street
Holywell
CH8 7TX



Date Inspection Completed

02/09/2024

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About Roots and Wings Child Day Care Ltd

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Roots and Wings Child Day Care Ltd
Registered places	50
Language of the service	English
Previous Care Inspectorate Wales inspection	28 June 2023
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	**Good**
Leadership and Management	**Good**

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

Summary

Many children happily make choices and decisions about their play. They express themselves well and are content. They settle quickly to activities, show good levels of engagement and are active. They use resources and activities to develop a range of skills, including independence.

Staff follow the setting's policies and procedures to keep the children healthy and safe. They attend appropriate training and mostly follow appropriate infection control procedures. Staff provide children with healthy food and offer regular opportunities to be active outdoors. Staff are warm and friendly and provide good care and support. However, staff attendance records are not managed well enough.

Leaders ensure the environment is safe for children. The rooms are welcoming and bright with plenty of natural light. The layout gives children plenty of space and many loose parts items encourage children to be curious. There are a suitable range of resources that are appropriate for the ages and developmental stages of the children. Leaders provide a few resources to promote cultural and ethnic diversity.

Leadership is good. The person in charge is driven and has a clear vision for the setting. Effective policies and procedures are largely followed. The statement of purpose accurately reflects the service provided. Leaders engage well with Care Inspectorate Wales (CIW). Self- evaluation is effective, staff are generally managed well, and leaders have developed positive partnerships with parents and the local community.

Well-being — Good

Many children make choices and decisions about their play. They move between activities and areas confidently choosing what they would like to play with and who they would like to play alongside. Most children express their views well because they know they will be listened to. For example, they suggest songs to sing when they come together on the carpet and if children don't wish do take part in activities offered, this is respected. Babies point and babble if they need help or reassurance and they are well supported.

Children are happy at the setting and most children settle quickly to activities. They have close bonds with staff which positively impacts their well-being. For example, children gravitate towards the staff they know well. They smile and laugh as they play together and receive cuddles. Many children are familiar with the setting's routines such as knowing to wipe their faces after lunch, before going to sleep if they are tired.

Most children interact well. They follow instructions such as tidying up resources before song time. With gentle encouragement many children take turns and share resources. Some children engage in conversations with staff about their interests and about things that are important to them. Most children are confident and friendly when meeting new adults, including us. For example, they showed us their toys and invited us into their play throughout the day.

Most children follow their own lead, show good levels of engagement and are active. They listen well and join in with songs and rhymes confidently. Babies enjoy babbling to themselves in the mirror and older children enjoy playing in the mud kitchen, climbing loose parts equipment and riding wheeled vehicles. Children benefit from long periods of uninterrupted play where they enjoy exploring and creating.

Most children use the resources and activities available to develop a range of skills. They follow their own interests for extended periods which helps develop confidence with their decision-making skills. Many children are developing independence and learning some self-help skills such as using the toilet and finding their bed at sleep time. However, there are limited opportunities for children to serve themselves at mealtimes or pour their own drinks.

Care and Development Good

Staff follow the setting's policies and procedures which keep children healthy and safe. They have a good knowledge of how to protect children, and staff spoken to know what to do if they have any concerns about a child. A sufficient number of staff have attended appropriate safeguarding and paediatric first aid training. Overall, staff follow appropriate infection control procedures. However, hand hygiene is not always good enough. For example, in between nappy changes staff only change their gloves rather than wash their hands, and staff sometimes encourage children to clean their hands with hand sanitiser rather than liquid soap and running water.

Staff ensure children get plenty of fresh air and they encourage them to be as active as possible. They provide children with healthy, well-balanced food and drink and encourage them to brush their teeth whilst at the setting. Staff supervise children well, and staffing levels meet the required adult: child ratios. However, attendance records do not show which rooms staff work in. Staff follow effective procedures in relation to accident, incident and administering medication.

Staff interact with children in a warm, friendly manner showing enjoyment and a sense of fun when joining in with children's play. Most show empathy and understanding when children find it difficult to follow rules or want to do a different activity. There is a good behaviour management policy in place, which most staff follow. They support children to share, take turns and listen to others through effective modelling. For example, when children want the same toy as their friend, they are gently encouraged to wait a few moments and then take their turn.

Staff are good role models for children and create an environment that fosters and promotes the building of trust and confidence. They follow the curriculum for Wales and are developing a responsive approach to planning. Staff provide good care and support and offer children a variety of experiences that appeal to their interests and builds on skill development. They monitor children's progress and sometimes plan for children's next steps in learning. Staff support children with additional learning needs appropriately. As a result, they ensure all children make suitable progress in all areas of learning and development.

Environment — Good

Leaders ensure the environment is safe for children. The building and outdoor areas are secure with good arrangements in place to ensure children cannot leave the setting, and unauthorised persons cannot gain access. Visitors sign in and out of the building so that all persons in the building are accounted for. Staff complete written risk assessments which contain measures in place to eliminate or reduce potential risk in the environment. We did identify one hazard on the day, but this was immediately rectified. Staff work together to ensure the setting is clean and well maintained.

The environment is welcoming and bright with plenty of natural light. High ceilings, neutral décor and the glow from white fairy lights creates a spacious, calm, purposeful atmosphere which helps children concentrate on their play. Leaders use recycled and reclaimed items creatively as furniture pieces and storage. This begins to help children understand how recycling is an important part of looking after our planet.

Leaders have arranged resources in a way that gives children plenty of space to move around and play freely. They have developed learning areas to give children independent access to a wide range of interesting and developmentally appropriate toys and resources, and these areas are continually developing. There are spaces for children to rest, relax and feel calm as well as areas to play, explore and be active. All age groups have access to their own outdoor play areas which are appropriately resourced. However, the outdoor areas are not as well organised or as inviting as the indoor provision.

Leaders provide a suitable range of resources and equipment that are appropriate for the ages and developmental stages of the children. There are child sized chairs and tables which are comfortable and support children with independence during mealtimes. Resources are of good quality and sufficient in quantity to give children a varied choice. Leaders arrange for chickens to hatch at the setting which provides children with firsthand experience of living things, teaches them about life cycles and the responsibility of caring for animals. The environment contains an abundance of loose parts items, made from both natural and manmade materials, which encourages children to be curious. They are encouraged to combine these resources to create models and follow their own lead.

Leaders provide a few resources to promote children’s curiosity about the wider society. For example, they have food tasting weeks where each day staff provide children with food from a different country. They also celebrate festivals such as Holi, the Hindu festival of spring, love and new life. This raises children’s awareness of cultural diversity.

Leadership and Management — Good

The person in charge is driven and has a clear vision for her setting which she shares with others. She is a visible leader who works alongside staff sharing her high expectations and knowledge with those around her. Leaders hold regular, meaningful staff meetings which ensure staff feel valued and well informed about the needs of the children. Effective policies are understood and largely followed. The statement of purpose needed some minor amendments. However, these were done immediately and sent to us the following day. The document accurately reflects the service provided and meets the National Minimum Standards. Leaders engage well with CIW. They understand their regulatory responsibilities and notify us of any changes or significant events.

Leaders actively implement self-evaluation and complete an annual quality of care review. They listen to views from staff, parents and other interested parties to make improvements. Leaders can articulate the improvements they have made since the last inspection and discuss areas for development with eagerness. All recommendations and areas for improvement given at the last inspection have been addressed. Staff feel they can contribute to the growth and development of the setting because leaders value their ideas and are willing to try different approaches.

Leaders follow timely and robust recruitment processes to safeguard children. Disclosure and barring service certificates are scrutinised, and staff files show those with suitable qualifications, skills and attributes are appointed for the role. Leaders implement good induction procedures for staff. Performance management processes, including supervision and appraisals, are effective with leaders offering training and support to develop skills further. Currently, training certificates for a proportion of staff will not meet the new training requirements which are coming into effect from 30 November 2024 onwards. However, leaders informed us that they are aware of this and are in the process of taking action. Leaders usually ensure staff are deployed appropriately. However, sometimes this is not done well enough during nappy changes and, occasionally, cover is not always provided if a staff member needs to leave the room for a few minutes.

Leaders have developed positive partnerships. Parents we spoke to told us their children enjoy attending, have a good relationship with staff and that leaders are approachable. Leaders ensure parents are generally well informed through verbal conversations at pick up time, and via their online platform. Leaders arrange for the children to go on regular outings. This helps children understand their local area and feel part of a community.

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
30	The registered person must ensure staff attendance records are accurately maintained and must include	New

	which rooms staff have worked in that day.	

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	To ensure staff wash their hands in between nappy changes and ensure when possible children and staff wash their hands with liquid soap and running water, rather than hand sanitiser.
Standard 14 - Organisation	Staff to be deployed effectively to ensure the safety, welfare and development of children.

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 ensure staff attend face to face safeguarding training to help develop their confidence with the setting's procedures and to also meet the November 2024 training requirements.

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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