



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru  
Care and Social Services Inspectorate Wales

# Childcare Inspection Report on

**Ty Hapus**

**Ysgol Rhewl  
Rhewl  
Ruthin  
LL15 2TU**



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## **Description of the service**

Ty Hapus is located within Ysgol Rhewl , Ruthin. The registered person is Sian Hilton and the person in charge is Amanda Parker. The service is open from 3:15 to 17:30, Monday to Friday during term time only. The service is registered for 16 children.

The service operates bilingually and is working towards providing the Welsh Language Active Offer

## **Summary of our findings**

### **1. Overall assessment**

Children are happy and settled in an environment they are familiar with and staff who they have formed positive relationships with. Staff are caring and provide sufficient and suitable care but more consideration could be given to the types of drinks offered and further promoting children's independence skills. The environment is safe and child centred. Leaders manage the service well, ensuring staff are deployed effectively. They need to make sure staff receive regular supervision and appraisals.

### **2. Improvements**

Since the last inspection staff now have files which are specific to the service and not in conjunction with the school.

### **3. Requirements and recommendations**

We found the service did not meet with a regulation, but we found that this did not affect the care of the children; therefore we have brought it to the attention of the registered person and told them that it must be addressed. This matter relates to staff not receiving regular supervisions and appraisals.

We made recommendations relating to updating the number for CSSIW on policies, promoting children's independence during snack time and only offering milk or water to drink.

# **1. Well-being**

## **Summary**

Children have a voice and can effectively express themselves. They feel safe and happy at a service where they are familiar with the staff and the environment. Children interact well and learn through play and learning opportunities they enjoy.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children are able to express themselves.

Children had a voice and their opinions and preferences were considered. Children freely moved around the service accessing resources, facilities and toys. For example, when the children returned to the classroom a child chose to play with the air hockey, which they were able to get out themselves.

Children have a voice and are able to freely choose activities to take part in.

### **1.2 To what extent do children feel safe, happy and valued?**

Children know routines and are familiar with staff.

Children were confident to talk to others, including us, about what they were doing and what they enjoyed about attending the service. For example, a child was enjoying rolling out the clay to make a decoration. They were confident to tell us which shape they were going to use. This evidenced that the children felt happy. Children felt safe as they were familiar with the routines and environment. They knew where to go when it was snack time and knew to go to the classroom when the craft activities had finished.

Children feel happy and safe and enjoy attending the service.

### **1.3 How well do children interact?**

Children are beginning to understand sharing and cooperation.

Children were interacting well and were beginning to understand cooperation and sharing. For example, during the craft activity children were taking turns to use the bowl to wash their feet and waiting to access some of the craft resources. Children of all ages were playing alongside each other and helping and supporting them. For example, some children were struggling to paint their own feet to print so they decided to help each other by painting each others feet. Older children were aware of the younger ones and their needs. For example, an older child was playing a game with two younger children. They patiently explained how to play and calmly reinforced the rules throughout.

Children interacted well and understood the needs of others.

#### **1.4 To what extent do children enjoy their play and learning?**

Children learn through their play.

Children were all actively involved in a task. They were enjoying the craft activities available, especially painting and printing their footprints. When the children had opportunity to freely choose an activity they enjoyed playing games and accessing the toys they wanted.

Children enjoy their play and learning opportunities and are actively involved in an activity.

#### **1.5 How well do children develop, learn and become independent?**

Children are confident to try things for themselves.

Children were learning through their play activities. There were opportunities for children to complete a range of Christmas craft which helped them develop a range of skills. Children were confident to be independent as they were able to access the resources they required and use the facilities. They also knew they could ask for support when required. For example, some children needed help putting their shoes back on after printing their footprints but they all had a go themselves first.

Children develop a range of skills and are supported in becoming independent.

## **2. Care and Development**

### **Summary**

Staff implement policies and procedures which help ensure children are kept safe and healthy. They manage interactions well, promoting positive behaviours and cooperation. Staff effectively plan for children's needs and review the activities they provide to help ensure they are suitable and interesting.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff keep children safe and healthy.

Staff understood safeguarding and knew what to do if they had concerns about a child. They effectively implemented policies and procedures which supported them in keeping children safe. For example, the behaviour strategies outlined in the policy were used by the staff when dealing with unwanted behaviour. Staff were aware of the importance of keeping children healthy and followed guidelines from the Healthy Schools initiative when offering snack. For example, fruit and crackers were available.

Staff effectively implement policies and procedures relating to keeping children safe and healthy.

#### **2.2 How well do practitioners manage interactions?**

Staff are good role models and effectively promote positive interactions.

Staff managed interactions well, were good role models and were actively involved in children's play and learning. Staff were sitting with the children when they were completing their craft activity. They were discussing what they were doing and praising them when they completed a task or cooperated with their peers. Staff involved children in routines and ensured they were actively engaged in an activity or task. For example, helping to tidy up, organising children's work and counting how many children were attending.

Staff manage interactions well and praise positive behaviours.

#### **2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?**

Staff know the children well which enables them to plan and cater for their individual needs.

Staff knew the children well which enabled them to plan activities that were suitable for their ages and stages of development. Staff reviewed the sessions and used the results to plan the next steps. For example, staff were heard discussing the adult led activity the children had taken part in. Staff identified things that had gone well and discussed what had not worked as well as they hoped. They then used this knowledge to plan the next session. This helped ensure children's learning and development was promoted.

Staff supported and encouraged children to be independent. Resources and facilities were accessible and staff allowed children to attempt things for themselves before offering help. Staff could further promote children's independence during snack time by allowing them to pour their own drinks and maybe involving them in serving and clearing away.

Staff promote children's play and learning through planning interesting and appropriate activities and encouraging independence but this could be improved during snack time.

## **3. Environment**

### **Summary**

Leaders provide a safe and secure environment in which children can play and learn indoors and outside. They ensure there is enough space and that it is child centred. Leaders provide a range of good quality resources for all the age ranges of the children attending.

### **Our findings**

#### **3.1 How well do leaders ensure the safety of the environment?**

Leaders ensure the environment is safe and secure.

Leaders had made sure risk assessments had been completed and procedures put in place and followed to reduce or eliminate the potential hazard. For example, the door to the kitchen, directly off the hall, was kept closed and children knew they were not to access it. Access to the service was secure and all visitors were asked to sign in and out. Registers were kept of all the children and staff conducted regular fire drills. This ensured everyone knew the procedure to follow if the service had to be evacuated quickly and everyone could be accounted for.

Leaders have effective procedures in place to help ensure they provided a safe environment.

#### **3.2 How well do leaders ensure the suitability of the environment?**

Leaders provide a spacious environment in which children can play and learn.

Leaders had provided suitable spaces for children to play and learn. The availability of the classroom and hall ensured children had space to play, learn and be creative without disrupting others using the service. For example, craft activities were taking place in the hall but children also had an opportunity to go in the classroom and play with the resources available. The environment was child centred with lots of work and educational displays. Leaders gave consideration to the outdoor space and ensured children had access to the school grounds where they could be physically active and get fresh air.

Leaders ensured the environment was suitable with indoor and outdoor areas which were child centred.

#### **3.3 How well do leaders ensure the quality of resources and equipment?**

Leaders provide suitable resources and equipment.

Leaders ensured the resources and equipment they provided were suitable for the children attending. As they shared some of the spaces and resources with the school this helped to make sure all ages and stages of development were catered for. For example, there were a range of table top games and a games console available for the older children and areas set up that follow the foundation phase philosophy available for younger children. Leaders

had made sure they promoted Welsh through displays and providing resources such as books in the language.

Leaders ensure resources and equipment are of a good quality and developmentally appropriate.

## **4. Leadership and Management**

### **Summary**

Leaders are effective in their management of the service and they ensure policies are reviewed and updated regularly. They have processes in place to review the care and service offered and this considers the views of parents and children. Leaders generally manage staff well but they need to ensure they complete regular staff appraisals and supervisions. Leaders develop effective partnerships with parents and the school and these support staff in providing a range of activities and opportunities for the children.

### **Our findings**

#### **4.1 How effective is leadership?**

Leaders effectively implement and review policies and procedures.

Leaders had ensured policies and procedures were embedded in practice, up to date and reviewed when necessary, although they need to ensure the number provided for CSSIW is correct. The statement of purpose provided parents with the information they required to make an informed decision about the care their child received. Recommendations from previous inspections had been considered. For example, staff files were now specific to the service rather than through the school.

Leaders manage the service effectively, ensuring parents are provided with all the relevant information.

#### **4.2 How effective is self evaluation and planning for improvement?**

Leaders complete annual quality of care reports.

Leaders had an effective system in place for monitoring and evaluating the service they provided. An annual quality of care report had been written and it considered the views of parents and children through completed questionnaires and discussions. Recent returned questionnaires were all positive about the service and parents had commented that they particularly liked the child centred approach where children could choose activities they enjoyed. Leaders showed they planned for improvements with the recent focus being on providing children with some organised extra curricula activities. This was evident through the recent gymnastics club offered and craft activities.

Leaders effectively review the service and consider the views of children and parents when planning improvements.

#### **4.3 How effective is the management of practitioners, staff and other resources?**

Leaders ensure staff are suitably qualified and deployed effectively.

Leaders had a robust recruitment process in place which ensured all staff were suitably qualified and experienced. Staff were deployed effectively so that all children were sufficiently supervised. Leaders had developed the staff files so they were specific to the

service rather than sharing the information with the school, as was previously happening. This made the information more relevant and accessible. We examined staff files and found no evidence of supervisions or appraisals. We discussed this with the person in charge who confirmed they had not taken place recently. We advised that they should be conducted regularly to ensure the service meets regulations and to allow staff to share information and identify any training needs.

Leaders are generally effective in managing staff but improvements are required to ensure supervisions and appraisals are completed regularly.

#### **4.4 How effective are partnerships?**

Leaders understand the benefits of creating positive partnerships.

Leaders had developed positive relationships with parents which allowed them to share information about their child's experiences at the service. The service had an open door policy so parents could talk to leaders and staff at the beginning and end of the session. Leaders had also created a notice board where dates and future planned events could be displayed. We spoke to a parent who confirmed they were very happy with the service, the staff communication and activities offered. They said the only problem was getting their child to leave to go home. Leaders also invited parents in to support them in providing focused activities if they had a particular skill. For example, a parent was working closely with the members of staff to organise the Christmas craft activities and the service had recently offered gymnastics sessions to children, which were well supported.

Leaders had developed partnerships with the school which allowed them to share good practice, resources, and facilities and also helped ensure continuity in staff caring for the children as most also worked within the school.

Leaders form effective partnerships with parent and the school which help them share information and good practice and support them in providing a range of activities for the children.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Areas of non compliance identified at this inspection**

We informed the registered person that they were non compliant with the following regulation:

**Regulation 29 (3) (a) of The Child Minding & Day Care (Wales) Regulations 2010** They must ensure that all employees who look after relevant children receive appropriate training, supervision and appraisals.

We did not issue a non compliance notice as we did not find evidence, on this occasion, that this had an impact on the wellbeing of children. The matter must be addressed.

### **5.3 Recommendations for improvement**

We recommended the registered person should consider;

- Updating the number for CSSIW on the child protection to ensure the correct details are available, and
- encouraging children to be more independent during snack time by allowing them to pour their own drinks and access their snack.

## 6. How we undertook this inspection

This was a full, unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 27 November 2017 from 14:55 to 17:30 and provided feedback over the phone on 30 November 2017.

We:

- Inspected a sample of documents and policies including 3 staff files, 4 children's records, risk assessments and quality of care review;
- observed practice and children's engagement and the care being provided by staff;
- spoke to the children, one parent, the person in charge and staff;
- inspected the areas used, and
- provided feedback to the person in charge.

Further information about what we do can be found on our website [www.cssiw.org.uk](http://www.cssiw.org.uk)

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## 7. About the service

<b>Type of care provided</b>	<b>Childrens Day Care Out of School Care</b>
<b>Registered Person</b>	<b>Sian Hilton</b>
<b>Person in charge</b>	<b>Amanda Parker</b>
<b>Registered maximum number of places</b>	<b>16</b>
<b>Age range of children</b>	<b>3 – 11 years</b>
<b>Opening hours</b>	<b>3:15 – 17:30 Monday to Friday, term time only.</b>
<b>Operating Language of the service</b>	<b>Both</b>
<b>Date of previous CSSIW inspection</b>	<b>3 &amp; 5 October 2015</b>
<b>Dates of this inspection visits</b>	<b>27 November 2017</b>
<b>Is this a Flying Start service?</b>	<b>No</b>
<b>Is early years education for three and four year olds provided at the service?</b>	<b>No</b>
<b>Does this service provide the Welsh Language active offer?</b>	The service is working towards providing the Welsh Language Active Offer.
<b>Additional Information:</b>	

No noncompliance records found in Open status.