



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

Childcare Inspection Report on

Meithrin Plus I.D. Hooson

**Meithrin Plus I.D. Hooson
Heol Caradog
Rhosllannerchrugog
Wrexham
LL14 2DS**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Meithrin Plus I.D. Hooson is registered to care for up to 40 children. The Cylch Meithrin Plus opens for five mornings and five afternoons a week, Monday to Friday, 08.55 – 15.15 during school term time and cares for children who attend the school nursery class. A club caring for children after school 15.15 – 18.00 is also included in the registration. The groups are based in the 'caban' in the grounds of Ysgol I.D. Hooson. The school field and an outdoor area are also used where children play on a daily basis. The registered person is Dyfan Jones who is the school's Deputy Head Teacher. The service offers care primarily through the medium of Welsh.

Summary of our findings

1. Overall assessment

The well-being of the children is promoted by kind and experienced practitioners who supervise the children who are happy and settled. The environment and resources are suitable with leadership and management providing for the daily running of the group.

2. Improvements

Children benefit from a greater variety of experienced in the outdoor area.

3. Requirements and recommendations

We found that the service did not meet legal requirements and we have issued a formal notice that the matter is addressed. This is because practitioners during the morning and afternoon sessions did not have current first aid training.

We also found that the service did not meet the legal requirement to have completed annual appraisals for practitioners, but this did not affect the care of the children. Therefore we have brought it to the attention of the registered person who must address this matter.

We also made recommendations in relation to well-being, care and development and the environment. These can be found in section 5 of this report.

1. Well-being

Summary

Children are listened to and are respected by the practitioners. They have a voice in choosing toys and games and are happy and settled. They interact well with each other and practitioners and they enjoy themselves whilst practicing skills and becoming independent. Greater choice of activities should be provided.

Our findings

1.1 To what extent do children have a voice?

Children have a voice and are respected for their choices.

We saw children making appropriate choices and decisions, choosing from a variety of activities which had been set out for them. Children could choose from activities except for immediately after lunch when children could only look at books. They were happy to do this but there wasn't enough room for them and some took the initiative and moved with their book to where there was more space. Children would have a greater voice if they could choose freely from the toy boxes at times and a recommendation is made to this effect. Children were confident communicators and able to express themselves well and communicated their needs, for example asking to leave the room to go to the toilet. All children who need a service through the medium of Welsh communicate in their chosen language and children clearly felt at ease at the service.

Children have a voice and make choices confidently at times.

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

Children feel safe, happy and valued.

Children were happy and had settled well. We saw contented and confident children who were eager to share their experiences of the activities and of their home lives with other children and practitioners. Children were confident to approach practitioners with requests or to chat and share school and family stories. They were familiar with the routine and the environment which gave them a sense of security. Two children told us they enjoy attending the after school club and being with their friends.

Children are settled because they feel secure and relaxed.

1.3 How well do children interact?

Children interact very well with each other and practitioners.

Children were becoming sensitive to the emotions of others and were becoming self disciplined. For example children were learning to share with support and confidently went to practitioners if they were uncertain. Children were seen playing happily with their friends. They readily shared toys and games with each other, such as dolls and cars. They co operated with the practitioners, for example when asked to move to the next part of the routine such as putting on coats to play outside.

Children are successfully learning valuable social skills.

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

Children enjoy their time at the service.

Children had positive attitudes to new experiences and maintained an interest in independent tasks such as finding “treasures” in the sand. Children told us that they have enough activities to choose from. During the end of afternoon circle time they recapped what they had done and expressed their enjoyment. Children enjoyed role play in the home corner, preparing a picnic for small toys. Older children enjoyed competitive board games with friends.

Children have fun, enjoyment and can socialise with their friends.

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

Children develop well and learn skills to be independent.

Children had fun practicing their colouring and cutting skills as they coloured intricate pictures after school. A child had a sense of achievement as they showed us the items they had made from play dough. Children are learning to be independent as they go to the toilet, wash their hands, and put on their coats and wellingtons. Younger children were learning to hold books and listened attentively to a story. Children were learning to count, for example counting each other around the table.

Children are able to consolidate some skills and are encouraged to do things for themselves.

2. Care and Development

Summary

Practitioners generally keep children safe and healthy in a caring atmosphere. They manage interactions consistently using positive strategies and provide a range of activities for children's development. However, practitioners need to renew their first aid training and should consistently provide healthy and varied snacks. Planning for the morning and afternoon should include all areas of the Foundation Phase.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Practitioners generally keep children safe and healthy.

Practitioners understood and implemented most policies and procedures for the service. Training certificates evidenced all practitioners had completed safeguarding training and contact numbers for the relevant agencies were available in a file should they have a concern about a child. Tables were wiped and floors kept clean as required. It was advised to obtain a copy of the Infection Control Audit Tool for Child Care Settings which contains valuable information about processes to follow to keep infections at bay. Afternoon practitioners had no current first aid but accident records evidenced that injuries were dealt with appropriately and parents signed to acknowledge receipt of the information. Within two days the practitioners were booked on a suitable course. Healthy drinks were provided but biscuits were provided in the afternoon and practitioners told us that toast and crumpets are provided after school. It is recommended to always provide healthy snacks, especially in the afternoon and to provide more variety after school. This would not only benefit the children but would be in keeping with the healthy eating information displayed on the walls.

Practitioners ensure that health and safety is a priority but need to make improvements.

2.2 How well do practitioners manage interactions?

Practitioners manage interactions successfully using positive strategies.

Children's interactions were managed well and practitioners told us they sometimes use stickers as rewards. Practitioners used distraction and praise and managed behaviour according to the policy in place. They praised children often, for example for sharing and helping to tidy away toys. Children were respectful and polite and practitioners reminded children, for example, not to stand on books and encouraged and praised children when they helped each other. Practitioners were good role models and encouraged children to say please and thank you.

Practitioners manage children's interactions well, helping the children to be co operative and learn social skills.

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

Caring and capable practitioners promote children's development and meet their needs.

Practitioners provided sufficient activities most of the time. Outdoor play was observed in the afternoon and children enjoyed physical activities such as running, kicking a ball and climbing. Children practiced using scissors and had made a model of an igloo, learning about cold places. Areas were set out such as a book area and home corner. Children painted and played with water, sand and play dough. Activities which were set out were changed frequently to keep children interested. Welsh language was promoted as practitioners spoke Welsh to the children and they understood. Welsh songs and rhymes were played as background music to re enforce their learning. Children after school had the use of an extra room which was used to participate in quieter activities such as reading, table top games and computer games. Children's allergies were known and information was displayed in the food preparation area to meet these children's needs. It is recommended to plan activities for the morning and afternoon according to the areas within the Foundation Phase for children's learning.

Practitioners promote children's learning through providing activities and they meet children's needs. There should be a record of planning and activities.

3. Environment

Summary

Leaders provide a secure and safe environment. Leaders make sure children are supervised well by knowledgeable practitioners which ensures their safety. The environment is suitable for children, being part of the school. The quality and variety of resources are adequate but worn books need replacing. Written risk assessments should involve the practitioners and separate fire drills should be conducted.

Our findings

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

Leaders ensure the environment is safe and secure.

Leaders ensured there was no unauthorised access as there was a locked entrance with a bell for all parents and visitors, who were required to sign the visitors' book. All areas inside and outside were safe. The group relied on written risk assessments completed through the school. However, if they were completed by the practitioners they would be more aware of the hazards and how to manage them. Also fire drills have been completed regularly during the day and recorded in the school. It is recommended that the service keeps its own records of fire drills. If a fire drill were to take place in the dark, practitioners would be better equipped to deal with such an emergency.

Leaders ensure the environment is safe and practitioners are aware of hazards and how to manage them.

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

Leaders ensure the environment is suitable for the ages of the children attending.

Leaders have ensured that there is ample play space as they use the "caban" rooms and toilets. There were toilets and wash basins which children used independently. The outdoor spaces were equipped with interesting items such as growing things in recycled containers and covered den areas. There was a separate room where children could read or relax. Toys and games were stored at the children's height in the main play room but it is recommended that they are labelled for children to be able to see what is available and make choices easier.

Leaders ensure the environment is suitable but there should always be an area for children to relax.

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

Leaders ensure the resources and equipment are varied and age appropriate.

Leaders ensured that there was a good variety of toys and equipment and some interesting items such as a musical activity book. They were suited to the ages of children attending, including cars, dolls, jigsaws and a dolls house. Most items were in good order and clean.

There were also games to keep the interest of the older children such as board games and computer games. It is recommended to obtain new books to replace worn ones.

Leaders successfully ensure the quality and appropriateness of resources and equipment.

4. Leadership and Management

Summary

The leadership of the service is effective in providing daily child care. Improvements are made and children and parents are asked for their opinions when required. Partnerships with parents and the school are good. However elements of essential training, support and documentation need attending to in order that the service is compliant with regulations.

Our findings

4.1 How effective is leadership?

Leaders have a clear vision of the service, which is shared with parents.

Leaders have a sense of purpose and expectations to provide appropriate care. For example we observed an experienced, competent and workforce. We saw consistent practice throughout the service and practitioners worked well as a team. Leaders have always complied with any recommendations made by us and ensure legal obligations are met such as public liability insurance. There is a clear, reader friendly Statement of Purpose which gives the required information. All records were organised and easy to manage. The registered person stated that they intend to communicate more regularly with practitioners.

Leadership has a clear sense of purpose which results in sufficient outcomes for children.

4.2 How effective is self evaluation and planning for improvement?

Leaders promote a positive culture of honest self evaluation. There is ongoing review and plans for development of the service.

Leaders and practitioners know their service well and promote a positive culture of continuous self evaluation and improvement. Their Annual Review contained much information about the service including plans for improvement which will benefit the children and parents. Returned questionnaires from parents reflected they were happy with the service. Leaders had already implemented improvements to the outdoor area. Communication with the practitioners will be crucial to future improvements.

Leaders know the service well. Strengths and areas for development are recognised and there are plans to improve practice.

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

Leaders have systems in place for managing practitioners and resources.

Leaders had employed practitioners who were well experienced and knowledgeable in their roles. We observed practitioners had a good knowledge of children which enabled them to promptly meet their needs and they had a gentle and kind manner with the children. We inspected a sample of practitioners' files and saw processes which ensured practitioners had the relevant experience and qualifications. All practitioners had current Disqualification and Barring Service checks in place. No Annual Appraisals completed for practitioners and practitioners indicated that more support from leaders would be appreciated. The fact that first aid training had expired for some practitioners was an oversight by leaders.

Leaders have developing systems for managing the training needs of practitioners.

4.4 How effective are partnerships?

Leaders keep parents informed about the service and have important partnerships with the schools.

Leaders and practitioners were approachable and communicated openly with parents when required. Practitioners spoke at length to some parents who were collecting their children and gave them time for a good exchange of information. Parents could speak to practitioners daily and had an opportunity to feedback their opinions annually in writing using a questionnaire. Parents had positive communications with practitioners and were appreciative of the service. Some parents had donated items for growing things outside.

Leaders ensure that partnerships with parents and the school benefit the children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

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

The Child Minding and Day Care (Wales) Regulations 2010, 24, 2 (b) as there were no practitioners caring for the children in the morning and afternoon who had a current first aid training certificate. We consider this to be a serious matter and have issued a non compliance notice.

The Child Minding and Day Care (Wales) Regulations 2010, 29 as no practitioners had received annual appraisal. We did not issue a non compliance notice as we did not find evidence that this had an impact upon the well-being of children. The matter must be addressed.

The following recommendations are made:

- to provide more activities immediately after lunch time;
- to plan activities for the morning and afternoon according to the areas within the Foundation Phase for children 's learning;
- to label toys boxes for children to be able to see what is available;
- to always provide healthy snacks, especially in the afternoon and to provide more variety of snacks after school;
- to purchase new books and to replace worn ones;
- to record risk assessments and conduct fire drills for the groups rather than rely on those done in the school.

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 30 January 2018 from 11.50 – 17.45.

We:

- Inspected a sample of documents and policies;
- observed practices and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children and four practitioners;
- inspected the areas used and
- reported our findings to the registered person.

Further information about what we do can be found on our website www.cssiw.org.uk

About the service

Type of care provided	Childrens Day Care Full Day Care
Registered Person	Dyfan Jones
Person in charge	Bethan Buffey Lowri Jarvis
Registered maximum number of places	40
Age range of children	3 – 11 years
Opening hours	8.55 – 18.00 Monday to Friday during school term time.
Operating Language of the service	Welsh
Date of previous CSSIW inspection	5 February 2016
Dates of this inspection visit(s)	30 January 2018
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	Yes This service provides an 'Active Offer' of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Additional Information:	

Care and Social Services Inspectorate Wales
Children and Families (Wales) Measure 2010
Child Minding and Day Care (Wales) Regulations 2010
Non Compliance Notice

Childrens Day Care

This notice sets out where your service is not compliant with the regulations. You, as the registered person, are required to take action to ensure compliance is achieved in the timescales specified.

The issuing of this notice is a serious matter. Failure to achieve compliance will result in CSSIW taking action in line with its enforcement policy.

Further advice and information is available on CSSIW's website
www.cssiw.org.uk

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Care and Development	Our Ref: NONCO-00005411-BMBV
Non-compliance identified at this inspection	
<p>The registered person is not compliant with The Child Minding and Day Care (Wales) Regulations 2010, 24 : which requires at least one person caring for children to have a suitable first aid qualification.</p>	
Timescale for completion	06/04/18
Description of non-compliance/Action to be taken	Regulation number
	24
Frist Aid training is required by practitioners	
Evidence	
<p>This is because during the inspection on the 30 January 2018 two practitioners responsible for caring for children did not have a relevant and current first aid certificate :</p> <p>We examined two staff files and there was no evidence that those practitioners present had completed relevant First Aid Training.</p> <p>The impact on children using the service is that we cannot be confident that injuries to children would be dealt with appropriately, in particular to administer current first aid practices.</p> <p>The registered person must provide written information to us at CIW, North Wales Office, Government Buildings, Sarn Mynach, Llandudno Junction, LL31 9RZ to demonstrate that those caring for children have suitable paediatric first aid training by 6th April 2018.</p>	