



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

# Childcare Inspection Report on

**Idwal Family Centre**

**27 Idwal  
Plas Madoc  
Acrefair  
LL14 3EY**



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## **Description of the service**

Idwal Family Centre is registered to care for 14 children. The centre is situated in Plas Madoc, Acrefair near Wrexham. The children, aged between 2 and 3 years, have use of rooms and facilities in a building, which has been refurbished and remodelled to meet the needs of the children and families who use it. The service's hours of opening are term time; Monday to Friday from 09.30 am to 12:00 pm. The current responsible individual is Lyn Millen. She is supported by a person in charge and deputy manager who oversee the service. English is the language of the service.

## **Summary of our findings**

### **1. Overall assessment**

Children are at the heart of this service and experience warm, attentive and stimulating care. Their well-being and self confidence is greatly enhanced. Gentle, professional and well qualified practitioners provide a rich play environment and guide children sensitively and meet their every need. The environment is very suitable with a variety of areas and good use is made of them. Leaders ensure the safety of children and are supportive of the practitioners and provide necessary training and resources.

### **2. Improvements**

Children benefit from consistently good quality equipment as new resources have been purchased since the previous inspection.

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

We found that the service did not meet legal requirements as there were some documents missing from practitioners' files. This did not affect the care of the children; therefore we have brought this to the attention of the responsible individual and they must address them.

# **1. Well-being**

## **Summary**

Children have a strong voice and make choices confidently according to their stage of development. Children are thriving and flourish because they feel secure and valued. They are successfully beginning to learn valuable social skills. Children are active and curious learners and enjoy a variety of experiences at this service. Children are learning many concepts through play, for example pre reading and physical skills, learning how different materials feel and as a result are developing well and becoming independent.

## **Our findings**

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

Children are listened to and their choices respected.

Children could choose where to play and were supported and guided by practitioners according to their individual needs. This was observed when a child who enjoyed playing in the water tub was allowed to do so without an apron as this was a particular dislike. Children also chose what healthy snack to have as a variety was offered. Many areas and activities were set out for the four children and inside there were many additional toys stored at the children's height for them to help themselves.

Children have a strong voice and make choices confidently.

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

Children feel safe, happy and valued.

Children coped well with separation from their parents and a child who was fairly new was given appropriate cuddles and encouragement as they settled. The child was happy to explore their surroundings and related well to their key worker. Children were content and expressed enjoyment, for example during singing time. Children were familiar with the routine which gave them a sense of security and were happy to move from one activity to another. Children had bonds of affection with the practitioners and were spoken to fondly. They played along side each other with contentment.

Children are thriving and flourish because they feel secure and valued.

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

Children interact well with each other and the practitioners.

Children interacted and co-operated well with their peers and adults according to their stage of development. This was because they received much support. For example they were learning to tidy away toys and brush up spilt cereals. They were also beginning to take notice of others around them, for example one child watched another enjoying playing with a balloon and was encouraged to participate.

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 were engaged in their play and learning. They were learning about the properties of various materials such as water and play dough. Children were developing positive attitudes to new experiences such as playing with sand. A child was enthralled to use plastic scissors with play dough with support. Children made happy noises whilst making marks with felt pens. They had fun playing with balloons.

Children are active and curious learners and enjoy a variety of experiences.

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

Children develop well, and are learning skills to be independent.

Children were developing skills to promote their all round development. Children were learning language skills and vocabulary in a natural way, such as “in” when putting pens back into a container. Their physical skills were practiced and particular muscles strengthened on the small indoor climbing frame and other mobile equipment. Children were seen eating their snack independently or with minimal support as was necessary.

Children are learning many skills through play and are developing well and becoming independent.

## **2. Care and Development**

### **Summary**

Practitioners keep children safe and healthy in a caring atmosphere. They manage interactions consistently, being good role models and using positive strategies. Professional and capable practitioners promote children's learning through play, providing stimulating activities and meet children's individual needs.

### **Our findings**

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

Practitioners keep children safe and healthy.

Practitioners understood and implemented policies and procedures for the service. Discussion with a practitioner showed that they knew the process to follow should they have concerns about a child. Training certificates evidenced they had completed safeguarding training and contact numbers for the relevant agencies were on display. All practitioners had current first aid qualifications and accident forms showed incidents were dealt with appropriately and parents were informed and signed the records. Healthy snacks and drinks were observed to be prepared and provided satisfactorily. Dental hygiene and the brushing of teeth is taught as the service is part of the Designed to Smile programme. Tables were wiped before and after eating snacks.

Practitioners effectively keep children healthy and their safety is a priority.

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

Practitioners manage interactions successfully using positive strategies.

Practitioners promoted positive behaviour well through celebrating good behaviour. They praised children often, for example for sharing and attempting new skills. The practitioners were very patient with the children, for example when cereal was deliberately spilt on the floor they understood that this was exploratory behaviour and were gentle with the child in helping to clear up. Much affectionate praise and encouragement was heard, especially with the child who was new to the service. The practitioners understood the children and sometimes used humour, for example when helping a child to understand where the water was going when pouring from various containers in the water tub.

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 learning and development, providing a variety of interesting experiences.

Practitioners provided a nurturing and caring atmosphere and provided responsive care as they knew details about the children which had been shared by the parents. Practitioners knew the children well and understood their characters and needs. This was because they had completed home visits and some children were collected from their homes by the practitioners. Extensive records were kept including referrals from other professionals. Practitioners promoted the development of all children by planning and providing a wealth of stimulating play and learning experiences. The practitioners knew successful ways to engage the children, such as using visual aids during singing and Makaton to help with the development of language. They played with the children in the play dough introducing vocabulary and helping the children to think about the characteristics of the material. Records were kept of their daily achievements and comprehensive weekly records were completed. Development records were kept highlighting milestones. These showed that children were developing during their time at the service. Outside agencies were also involved with the individual plans for play which identified targets for the children ensuring progress was constantly monitored. Flying Start transitional documents were also seen entitled "All About Me" which are used to give other professionals information at the end of the child's attendance at this service.

Practitioners promote children's learning through providing a rich play environment with interesting and stimulating activities. They meet individual and additional needs as they know the children well.

### **3. Environment**

#### **Summary**

The environment is very suitable being safe and child centred giving the children varied first hand experiences. The quality and variety of the resources are extensive and the practitioners make good use of them to create an interesting and stimulating environment for children. Leaders provide a clean, secure and safe environment and written risk assessments ensure all practitioners are aware of how to keep children safe. They ensure children are supervised well both inside and outdoors by knowledgeable practitioners.

#### **Our findings**

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

Leaders ensure that the environment is safe and secure.

There was a safe locked entrance and a record was kept of all visitors. All areas inside and outside were clean, safe, enclosed and there were risk assessments evidencing that practitioners knew what the risks were and how to manage them. All risk assessments had been reviewed at least annually and were detailed and meaningful. Additional checks of the fire alarm, fire extinguishers and portable electrical appliances were also current. Regular fire drills were recorded in detail evidencing that practitioners know what to do in the event of an emergency and there were clear procedures displayed.

Leaders successfully 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 exceptionally suitable for the ages of the children attending.

Areas of play and learning were set out at child height for children to access easily. Indoors sturdy, wooden child sized chairs and tables were used as well as furniture for early years provision. There were child sized toilets and wash basins to enable young children to use them independently. The foyer area had many displays of photos of the children enjoying various activities and important information for parents were attractively displayed.

Leaders ensure the environment is child friendly, interesting, stimulating and exciting for children.

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

Leaders ensure the resources and equipment are varied, age appropriate, clean and of very good quality.

Leaders had ensured children had access to a wide range of good quality, stimulating play and learning resources. These were available in sufficient quantity to ensure children had an interesting choice. All toys and games were clean and in good order and stored in labelled boxes at the children's height. Equipment and furniture was suited to the ages of children attending. Leaders made sure there were extensive painting and craft items both in use and stored to support practitioners. Leaders had provided books and toys to display the wider society and promote equality.

Leaders successfully ensure the quality and appropriateness of resources and equipment to provide stimulating activities for the children.

## **4. Leadership and Management**

### **Summary**

The leadership is experienced, knowledgeable, forward looking and strives to provide a quality service. Self evaluation is effective and improvements are made considering all involved. Practitioners are managed well and leaders ensure they have sufficient on going training, support and resources. Practitioners' files need to include information about references and full employment history. Partnerships with parents and others are effective for the benefit of the children and their families.

### **Our findings**

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

Leadership is effective and well organised.

Leaders have a sense of purpose and expectations to promote improvement and good outcomes for children. For example we observed a happy, competent and well supported workforce. We saw consistent practice throughout the service and practitioners worked well as a team. Leaders have always complied with any recommendations made and ensure legal obligations are met such as public liability insurance. There was a clear, reader friendly Statement of Purpose which gave the required information. All records were organised and easy to manage. Registers clearly recorded the attendance of children and practitioners. Weekly practitioners meetings were held and recorded supervision took place monthly.

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

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

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

Leaders and practitioners know their service well and promote a positive culture of continuous self evaluation and improvement which is embedded in daily practice. Their Annual Review contained much information about the service including areas of good practice and plans for improvement. Some areas for improvement had already been acted upon, such using Makaton to help children understand and acquire language. The Annual Review demonstrated how parents and children are asked for their views on the service which were positive.

Leaders know the service well. Strengths and areas for development are recognised and action taken to maintain high standards and constantly 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.

We observed practitioners had an excellent knowledge of children which enabled them to promptly meet their needs such as nappy changing and they had a gentle and kind manner with the children. Good use was made of practitioners and their time. Three practitioners were employed with four children ensuring the children had ample attention and support. An extra two hours a day was given for practitioners to complete extensive individual records for each child which is good practice. We observed a “wish list” on the office door for practitioners to note any resources or equipment required. Practitioners told us about weekly staff meetings and monthly supervisions. These gave them a voice and an opportunity to suggest changes. Flying Start courses were attended and Family Information Services were also used to access courses.

We inspected a sample of practitioner files and saw processes ensuring practitioners had the qualifications required and additional training attended and these were above the required minimum. All practitioners had current DBS checks in place. We also spoke to practitioners who confirmed that they had a good experience during their employment. Annual appraisals for practitioners had been completed and the Annual Review also identified training for practitioners. Unfortunately there was no evidence in files for practitioners that two references and a full employment history had been obtained. Although these records may be held at the Guildhall there should be a written statement to indicate that the responsible individual has checked that these records are there.

Leaders have effective and successful systems for identifying training needs and working with practitioners to improve performance. However, evidence of references and full employment history needs to be recorded in the practitioners' files.

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

Leaders keep parents informed about their children and have important partnerships with them and other agencies.

Parents were contacted daily as practitioners collected and took home many children. Parents spoke to practitioners and had an opportunity to feedback their opinions annually in writing using a questionnaire. Discussions with practitioners reflected the passion which they had to work together with parents and others, putting the children first.

Communications with outside agencies such as the Designed to Smile dental health team, health visitors and physiotherapists were used for the benefit of the individual children.

Leaders ensure that partnerships with parents and others benefit the children and have positive outcomes for them and their families.

## **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 responsible individual that they were non compliant with the following regulation:

**The Child Minding and Day Care (Wales) Regulations 2010, 28** as there was no evidence of references and full employment history in practitioners' files. We did not issue a non compliance notice as we did not find evidence that this had an impact on the well-being of children.

## **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 24 January 2018 from 10.50 – 14.10.

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 three practitioners;
  
- inspected the areas used and reported our findings to the responsible individual and deputy manager

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

## About the service

Type of care provided	Childrens Day Care Sessional Day Care
Responsible Individual	Lyn Millen
Person in charge	Sian Edge
Registered maximum number of places	14
Age range of children	2 – 3 years
Opening hours	Monday to Friday from 09.30 am to 12:00 pm
Operating Language of the service	English
Date of previous CSSIW inspection	8 January 2015
Dates of this inspection visit(s)	24 January 2018
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	No This service does not provide an 'Active offer' of the Welsh language. This is because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.
<b>Additional Information:</b>	
None	

