



## Inspection Report

**Specialist Children's Support Service**

**33-35 Bryn Hwfa  
Rhostrehwfa  
Llangefni  
LL77 7YT**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



### **Date Inspection Completed**

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## About Specialist Children's Support Service

Type of care provided	Childrens Day Care Full Day Care
Registered Provider	Isle of Anglesey County Council Child Care and Play Services
Registered places	10
Language of the service	Both
Previous Care Inspectorate Wales inspection	25 May 2017 17 June 2017 29 June 2017
Is this a Flying Start service?	<a href="#">Manual Insert</a> No
Does this service provide the Welsh Language active offer?	Yes. <i>The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.</i>

## Summary

Children are happy and settled. They benefit from the experiences offered and influence how they spend their time.

Staff are dedicated to their roles. Responsibilities and duties are clearly defined, and keeping children safe and healthy is given high priority. Activities are well planned with consideration given to children's individuality, ensuring they benefit from their time at the service.

Those who run the setting ensure children are cared for in a stimulating and secure environment. Systematic procedures are followed to ensure children are kept safe, and resources are clean and of good quality.

People who run the run the setting are clear about their aims and objectives. They value the contribution and dedication of the staff team, whom confidently fulfil their roles with enthusiasm. Implementing continued improvements is important, and leaders strive to ensure new ideas benefit children and their families.

Working in partnership with parents is the setting's core objective and they continually strive to involve parents in what is going on.

## Well-being

Children are settled and show bonds of affection with staff who know them well. They are supported to communicate and make their needs known. For example, they influence how they spend their time and are asked if they want to take part in particular activities, such as baking. Visual aids assist with communication, and children show staff when they want to move on to something else.

Children are familiar with those around them. They have positive interactions with the staff and with each other. Children quickly settle into the daily routine and are comfortable spending time with staff and their friends. They feel reassured when staff talk to them. For example, when taking part in an activity and they are gently encouraged to complete a task independently.

Positive behaviour is promoted, and where possible independence is encouraged. Children respond well to expectations of behaviour and they benefit from a consistent routine. A visual time line helps to prepare children for what will happen during the day. Egg timers are used to help children understand how much time they have left on a certain activity.

Children are mainly cared for on a one to one basis, meaning children are familiar with those caring for them. They make their needs known and staff understand. There are extensive opportunities for children to socialise with others, and they learn to show kindness. For example, they spent time with others in Bryn Hwfa and at times they socialise in the community together.

## Care and Development

Staff are familiar with their roles and responsibilities and keep children safe and healthy. They support children to be physically active when inside and outside. Staff confidently apply the principles of the Infection Control Audit Tool. They follow procedures in relation to personal care to reduce the risk of spreading infection, for example by promoting the importance of hand washing. Important information regarding children's well-being is diligently recorded. Safeguarding has a high priority and underpins all practice, and all staff spoken to had a comprehensive understanding of their responsibilities. Policies and procedures are readily available to the staff. We saw specific training is provided for staff to support individuals in meeting their specific medical needs. However, not all staff had attended paediatric first aid training. Fire drills have been held and information shared with staff regarding how to evacuate the building safely.

Staff are committed to providing individual care, enabling children to learn and grow. Staff spoke to us about individual preferences and the needs of the children. Staff convey a comprehensive understanding of child development, and how this influences a child's behaviour. Staff always make expectations of behaviour clear; they are consistent and fair in their approach; listening to children's views and greatly valuing children's participation. Visual aids are readily available to support and aid communication.

Staff have high expectations for children's experiences. They carefully plan activities, which will benefit the children. All staff contribute to the planning for individual children with a clear objective that will promote children's development, confidence and self-esteem as well as provide a sense of fun and enjoyment. Staff approach their work with professionalism. Identified next steps are shared with all staff and parents, enabling all those caring for the children to fully support them to reach their full potential. There is an earnest understanding and drive to support and meet the needs of children with additional needs and a team approach ensures children make good progress.

## Environment

Those who run the setting provide children with a safe, clean and secure environment. They take full responsibility for risk management. Risk assessments are detailed, and regularly undertaken. Responsibilities are well communicated to those working at the setting and staff confidently told us about these and how they ensure they are upheld and the environment remains safe.

Those who run the setting plan well to make the best use of the environment and effective use of the space. Changes are made as the service grows and develops. For example, a calm room has been introduced and an additional sensory space. We saw staff supporting children to use the quiet room, and the lounge was used for watching television. The kitchen was used for meal times, baking and reading, with children being supported by staff at all times. The building is well decorated, and colourful artwork on the walls creates a welcoming and fun space to be in.

Those who run the setting provide a broad range of good quality toys and equipment, which provide children with interesting activities. The resources have been carefully selected to offer children a variety of different opportunities. Staff are familiar and confident with the resources available. For example, we saw staff make available resources, which they knew would help a child to relax. Those who run the setting consistently ensure resources are accessible to all. Staff told us they regularly replenish resources at the start of summer holidays, making sure they have everything they need for sessions at its busiest time. The staff are thorough in their cleaning of resources with all items being cleaned before they are put away.

## Leadership and Management

Those who run the setting know it well. They are dedicated to operating a setting, which delivers positive outcomes. They motivate the staff to provide a nurturing, caring environment where children are happy and make progress. High expectations are set, with a sense of purpose to achieve their goals. Those who run the service have established a positive ethos whereby all children and staff are valued. Staff told us how they felt they made a positive contribution to children's lives, and they enjoyed their work.

Leaders implement effective processes to regularly evaluate how the service is doing, and plan for future improvements. The quality of care review was detailed and outlined extensive objectives, some of which had already been met. Since the last inspection, a number of positive changes have happened. The staff team confidently fulfil their roles with enthusiasm, and they have regular opportunities to discuss and feedback on what they do.

A clear recruitment process is followed and nearly all required checks are completed, however staff files were missing medical declarations. All staff had received a robust induction to their role with clear objectives and opportunities to learn about these. Roles are clearly delegated between the staff team, and a team leader is always available. High importance is placed on providing staff with meaningful training and supervision. They receive a consistent high level of support; and their hard work is valued. Leaders clearly convey what the service seeks to accomplish.

Those who run the setting are committed and dedicated to working in partnership with families and the wider community. The vision for the service is that the care provided is an extension of experiences at school and at home. In partnership with other agencies, they strive to improve children's well-being. Individual sessions are well planned and parents are provided with regular feedback. Those who run the setting regularly contribute to multi-disciplinary meetings, and also regularly meet with families, and visit the children's homes. They make good use of local resources, visiting places of interest and attending youth club services. Those who run the setting promote working in partnership to improve children's learning and well-being. They establish trust and clear communication; keep parents well informed and highly value their feedback and contributions. Working in partnership with parents is the settings's core objective and the leaders continually strive to involve parents in what is going on.





## **Recommendations to meet with the National Minimum Standards**

R1 – Ensure staff attend approved paediatric first aid training.

R2 – Ensure staff files contain health declarations.