



Inspection Report

Ysgol Llandrillo yn Rhos daycare

**Ysgol Llandrillo Yn Rhos
Elwy Road Rhos On Sea
Colwyn Bay
LL28 4LX**



Date Inspection Completed

19/10/2022

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About Ysgol Llandrillo yn Rhos daycare

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Ysgol Llandrillo Yn Rhos Day Care
Registered places	64
Language of the service	English
Previous Care Inspectorate Wales inspection	First visit since re registration.
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	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.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are happy, settled and enjoy their time at the service. They are keen to make choices and decisions about their play and what activities they take part in. Children enjoy their play and have fun taking part in activities. Children concentrate well on tasks and show interest in what they are doing.

Staff have positive relationships with children; they speak with them in a kind and calm manner and provide comfort and reassurance when children need it. Staff are kind, caring and treat children with respect. They know the children well and ensure their interests and ideas are considered when planning activities.

Most toys and resources are stored at low level so children can access them independently. People who run the setting have arranged the playroom into learning areas, providing children with a range of activities. The provision includes a variety of interesting opportunities for children to learn through play especially outdoors with natural and recycled materials.

People who run the setting are committed and understand their responsibilities in running the service. They make improvements to ensure the service meets children and their families' needs. People who run the setting ensure staff receive regular training and support to carry out their roles effectively. They share information with parents and there are good partnerships which benefit the children's learning and improve outcomes. There is an excellent relationship with the school with whom the setting shares some resources and outdoor spaces.

Children are keen to make decisions and choose how they spend their time. They move around the available activities and play areas freely indoors and outside and follow their own interests. They are happy to chat to staff and involve them in their play.

Children have a sense of security as they are familiar with the routine. Children feel comfortable asking staff for reassurance or comfort when needed. Children chat together during play, sharing smiles and laughter as they use cold spaghetti to make hair on their face pictures.

Children listen well to a story and are happy to help with tasks such as tidying up, working together to put items back into boxes and baskets where they belong. They are forming friendships and their shining faces reflect how they like coming here to be with their friends. Children play well with each other and are beginning to share toys and take turns, for example when collecting leaves and putting them into the barrow. There are very few disagreements which are quickly sorted out by the children themselves.

Children enjoy their play and taking part in activities. They concentrate well on tasks and show interest in what they are doing. For instance, making up games in the home corner. Children admire what their friends are doing and are keen for others to see their creations too, saying 'What do you think of my dress?'

Children learn to do things for themselves as they are supported by staff, for example, putting on coats to play outside. They are encouraged to decide for themselves what activities to take part in and how to complete tasks and whether to play indoors or outdoors. They choose from the resources available, all stored within their reach. They are building a range of skills and developing language through conversations with staff and each other.

Staff understand their roles and follow the correct procedures to ensure children are kept safe and healthy. Staff have completed paediatric first aid training. They record any accidents or incidents appropriately and ensure these records are signed by parents. Staff also ensure fire drills are practised ensuring children and staff know how to exit the premises quickly and safely in an emergency. Staff promote healthy eating by providing healthy snacks. They encourage children to wash their hands as and when they need to and follow appropriate hygiene procedures. Staff told us children spend plenty of time outdoors and ensure all children could choose whether to play inside or out.

Staff have positive relationships with children; they speak with them in a kind and calm way and provide reassurance. They give lots of praise for doing well which make the children feel good about themselves. Staff encourage good manners, when saying thank you to children when they offer staff a toy to look at. They calmly and gently remind children to share or be careful. They support children to develop their speech and language skills through interaction.

Staff encourage children to learn effectively. They ask and answer lots of questions to develop children's thinking skills. Staff know the children well and are familiar with their likes and dislikes. They gather information about the children before they begin attending, helping them to plan for their needs. The person in charge is in the process of developing more formal planning and assessment records to ensure all staff are aware of outcomes and skills to be developed through the activities and children's interests.

People who run the setting ensure staff follow procedures to keep children safe. The indoor and outdoor areas are safe and secure. The outdoor area has plenty of natural resources and interesting areas. Risk assessments have been carried out and we accompanied the children on their journey to school. This was done very safely, crossing a busy road and staff supervised the children exceptionally well following their assessment.

All areas used by children are spacious and welcoming. People who run the setting have arranged the room into learning areas, providing children with a range of activities. Most toys and resources are stored at low level so children can access them independently. Staff display a few samples of the children's work providing a sense of belonging. The outdoor play area although small offers exciting opportunities for children to freely explore and play to develop their imagination and make their own choices about what they want to play with. The setting shares other outdoor resources with the school and children have access to a large field and forest school.

People who run the setting provide children with a range of toys and resources which are in good condition and are suited to the children's ages and stages of development. They include a few natural and recycled materials which stimulate children's curiosity. The people running the setting raise children's awareness about the world around them and learn about their wider society through toys and games. There are good opportunities for children to practise using their senses through outdoor play and craft activities.

Leadership and Management

Good

People who run the setting ensure staff are aware of their responsibilities. The statement of purpose contains information, meaning parents can make an informed decision about whether the setting can meet theirs and their child's needs.

People who run the setting are keen to ensure they are continually developing and improving the service they offer and as a result they regularly seek feedback. Listening to the children is a priority as well as talking to them and during daily observations, for example staff watch which resources children prefer. Following the inspection several changes were made to the provision including improved paperwork systems. We have received written confirmation the recommendations have been met. The information also includes what improvements have already been made and those which are planned. This evidences how quickly people who run the setting act to improve the provision for the children and reflect best practice.

People who run the setting ensure staff receive regular training and support to carry out their roles effectively. All staff members had a current Disclosure and Barring Service (DBS) checks, and a complete staff file showing safe recruitment checks are in place.

People who run the setting share information with parents. We saw evidence of information gathered from parents detailing children's specific needs, likes and dislikes. Feedback from parents was complimentary of the care their children receive with positive relationships with staff. There are excellent relationships with the school with whom the setting shares resources and outdoor spaces.

Recommendations to meet with the National Minimum Standards

None

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. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection	N/A
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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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