



## Inspection Report

**Roots and Wings Child Day Care Ltd**

**The Old School House  
Halkyn Street  
Holywell  
CH8 7TX**



**Date Inspection Completed**

31/10/2022

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## About Roots and Wings Child Day Care Ltd

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Roots and Wings Child Day Care Ltd
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	Post Registration Inspection
Is this a Flying Start service?	No
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.

<a href="#"><u>Well-being</u></a>	<b>Adequate</b>
<a href="#"><u>Care and Development</u></a>	<b>Adequate</b>
<a href="#"><u>Environment</u></a>	<b>Adequate</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Adequate</b>

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

## **Summary**

Children make decisions about their day and express themselves appropriately. Most children feel safe, happy and valued and interact well with others. Most children enjoy the activities on offer, are happy to attend and have some opportunities to develop their independence.

Staff generally follow appropriate policies and procedures which promote children's health and safety. They follow the setting's behaviour policy and manage children's interactions well. Staff are good role models, kind and caring. They respond to most children's individual needs and interests and plan interesting activities to support children's learning. However, children's sleep and children's lunchtime food preferences are not always met.

Leaders ensure most areas of the nursery are well maintained but some health and safety measures do not meet the requirements. Staff care for the children in a well-decorated, attractive environment. Toys and equipment are in excellent condition. Staff offer children plenty of outdoor play opportunities, but sometimes outdoor resources are not always set up and readily available for all children.

Leaders are hard-working and have a clear vision for their setting. Policies are generally followed and staff enjoy their work. Positive partnerships are being developed with parents and the local community. Leaders take on board advice but sometimes struggle to prioritise tasks, roles and responsibilities. Recruitment processes do not meet the requirements. Leadership needs improvement to ensure all regulations and National Minimum Standards are followed.

Children express themselves appropriately and communicate their needs in a variety of ways. For example, children tell staff what they would like to do and ask for help when needed. They talk confidently about their interests outside of the setting such as winning a Halloween costume competition and talking about their pumpkins at home. Children have opportunities to make choices and decisions, such as deciding where they want to play, when they want to eat their snack and whether they want milk or water to drink. Children who do not want to join in with specific activities are listened to and their choices are respected.

Most children feel safe, happy and comfortable and are becoming aware of the setting's routine. This gives them a sense of security. When children arrive, they know they can choose to have breakfast, before going off to play. Children are eager to involve the staff in their games, enjoy receiving cuddles and are developing positive bonds of affection. Parents tell us their children are happy to attend the setting. Babies that are new to the setting are happiest when they are being held, as this helps them feel safe and secure.

Children interact well with staff and each other. For example, children happily bake a cake in the role-play area and work together to sing 'Happy Birthday'. With support, children are beginning to understand the needs of others, which results in children sharing their toys with their friends to make them happy. Children talk politely to the staff, are friendly towards others and they are learning how to be kind. They listen carefully to staff when they offer guidance.

Most children enjoy their play and engage appropriately in the activities on offer. They explore the environment well, sometimes choosing whether to play inside or outside. They concentrate for lengthening periods, for example, when carefully attaching the carriages together in the train track or when painting their 'Halloween mummy'. Babies like singing along to songs and get pleasure from experimenting with their own voices.

Children have some opportunities to develop their independence skills, enabling them to do things for themselves. For example, they follow their own interests, feed themselves and are supported to use the toilet and wash their hands. However, sometimes too many things are done for the children, which limits their ability to develop their independence further.

## Care and Development

**Adequate**

Staff generally follow appropriate policies and procedures which promote children's health, safety and well-being. For example, well-balanced food and drinks are offered and staff provide daily outdoor play opportunities for the children. Staff clean tables before and after eating, they encourage regular handwashing and ensure children's noses are wiped in a timely, sensitive manner, which minimises the spreading of germs. Accident/incident forms are completed accurately and shared with parents. However, children's attendance records and medication records are not completed accurately enough. This is an area for improvement, and we expect the provider to take action. Staff have a sound understanding of safeguarding, including how to respond to child protection concerns.

Staff manage children's behaviour well. They understand and follow the setting's behaviour policy. They are good role models and show warmth and kindness to the children. They use distraction techniques well with the younger children, and help older children share resources such as the containers in the water tray. Staff regularly give praise and cuddles for children's achievements, which helps build children's confidence. Gentle reminders are given to those who display unwanted behaviour, which results in children understanding what is expected of them.

Staff are caring, nurturing and respond to most children's individual needs. However, children's sleep routines are not managed effectively and children's food preferences at lunchtime are not always met. These issues are placing children's health and well-being at risk. We have issued a priority action notice and the provider must take immediate action to address the issues.

Staff enjoy spending time with the children and create an atmosphere of fun and excitement. They arrange activities to celebrate Halloween by having a themed lunch and a Halloween party. Spooky resources are provided such as bats and frogs in the slime. Staff provide children with a range of interesting activities which support their development across a range of areas. For example, they plan for children to have fun in the autumn leaves and look after caterpillars, which supports children's understanding of lifecycles. Staff provide children with a variety of natural resources to stimulate curiosity and promote the use of loose parts play. They support children to play with objects in their own way by combing train track pieces with wooden cars, animals, blocks and tubes, which helps develop their imagination and problem-solving skills. Leaders are experienced and could discuss the actions they would take to support children with additional needs, including liaising with parents and utilising support services. Activity planning and the tracking of children's individual development, is not recorded.

## Environment

**Adequate**

Leaders ensure most of the nursery is well maintained but some health and safety measures do not meet the requirements. For example, potential hazards in the environment are not always identified and managed well enough. In addition to this, babies sometimes sit on the floor, rather than at tables, to eat their snack which is not hygienic enough. Toys which babies place in their mouths are not sterilised often enough. These issues could place children's health and safety at risk. We have therefore issued a priority action notice. The provider must take immediate action to address the issues. Despite these issues, there are some appropriate safety measures in place. For example, the main entrance to the building is secure and visitors are asked to sign the visitor book on arrival, which means all adults in the building are accounted for. Regular fire drill practices are carried out and recorded appropriately, which ensures children and staff know how to evacuate the premises in the event of an emergency.

Staff care for the children in a well decorated and attractive environment. Soft, neutral colours with green plants strategically placed, creates a feeling of warmth and calm. Recycled and reclaimed wooden pallets have been thoughtfully changed into furniture such as tables, shelving and cloakrooms. The rooms feel homely, and resources are carefully organised so that children can help themselves and lead their own play. Leaders group the children according to their age and stage of development, across two main rooms. Staff are committed to using the outdoor play space daily, and provide most age ranges with toys and resources which help promote learning. For example, physical development is encouraged as children use their feet and hands to move the ride-on toys. Imagination is developed in the mud kitchen as children make and stir muddy bowls of 'food'. Sometimes the outside space is not always as tidy and well stocked with resources as it could be. There is no outdoor provision for non-walking babies.

Leaders have designed a positive environment and provide children with suitable toys and resources which meet most children's needs. Toys and equipment are in excellent condition and staff provide natural resources to promote children's curiosity. For example, the wooden play kitchen helps children understand the world we live in as they take on different household roles such as cooking dinner or looking after the baby. Resources such as wooden curtain rings, mirrors, tree slices and metal toys encourage children to be inquisitive. Staff provide some opportunities to develop cultural awareness through books and dolls, which help demonstrate the diverse society we live in. Indoors, toys are mostly organised and stored neatly. Suitably sized furniture is used throughout the nursery, such as chairs, tables, cosy dens and reading areas which provide a space for children to feel relaxed.

**Leadership and Management**

**Adequate**

Leaders are ambitious and hard working. They have a vision which they share with staff and parents. However, they have some planning and development to do, before achieving this vision. Leaders are visible as they care for the children alongside the staff. But sometimes, this makes it difficult to find enough time to carry out all managerial duties. The leadership team consists of only the person in charge but as the staff team grows, the person in charge plans to appoint a deputy person in charge. This means the person in charge currently juggles many different roles and responsibilities, which has resulted in some regulations and National Minimum Standards (NMS) not being followed. The atmosphere at the setting is warm and welcoming. Staff feel valued and enjoy their work. The statement of purpose provides an accurate description of the setting, with only minor amendments required. Leaders do not notify CIW of significant events which they are required to do. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Leaders have high aspirations and are able to articulate what they want to achieve in the future, but sometimes find it difficult to know what to prioritise first. Leaders discussed how they plan to complete their annual quality of care review next year, including gathering staff, parents and children's views and creating action plans to work towards their vision.

There is a sufficient number of suitably qualified staff to cater for the number of children attending. Staff are aware of their roles and responsibilities. However, leaders do not follow safe recruitment processes. For example, they do not always ensure Disclosure and Barring Service checks are carried out on staff before they start working at the setting. References are not always sourced, and employment histories are not always gathered. This could have a negative impact on children's safety, and we have therefore issued a priority action notice. The provider must take immediate action to address the issues. Leaders ensure staff receive meaningful induction and supervision is carried out informally. Appraisals are carried out annually, but as the setting has not been operating for 12 months, these have not yet been done. Children's registration documents are held securely and contain all required information.

Leaders are developing positive partnerships with parents. Parents speak positively about the setting and are complimentary about the staff and the level of care their children receive. Leaders keep parents informed about their child's day and their progress, through regular photographs, which are sent via an online platform, as well as daily verbal feedback at collection time. Leaders take children on outings to the local area. This provides children with opportunities to explore new places and experience the wider world.

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

R1 Ensure the outdoor area is tidy and well stocked with resources to promote high quality learning experiences for all children

R2 Amend the statement of purpose to ensure the correct legal entity is included

R3 Ensure systems are in place to effectively plan for children's next steps in learning

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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
20	The registered person did not make proper provision for the care and education of the children, at all times.	New
25	The registered person had not ensured that unnecessary risks to the health and safety of the children were identified and so far as possible eliminated.	New
28	The registered person has failed to carry out the necessary suitability checks to ensure people employed at the setting have the appropriate skills and are suitable to work with children.	New

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
31	The registered person did not notify us of a number of significant events.	New
30	The registered person did not maintain accurate attendance and medication records.	New

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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.

**Date Published 15/12/2022**

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