



Inspection Report

St Paul's Family Centre

**Ger-Y-Llan
Bigyn Park Terrace
Llanelli
SA15 1DP**



Date Inspection Completed

17/01/2023

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About St Paul's Family Centre

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Debra James
Registered places	20
Language of the service	Both
Previous Care Inspectorate Wales inspection	17 July 2017
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

<u>Well-being</u>	Excellent
<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 at St Paul's Family Centre feel very safe and happy. Children settle quickly and are familiar with the routines. They interact enthusiastically with the people around them, sharing and co-operating successfully. Children enjoy their play and learning, showing enjoyment and feelings of achievement when they do things for themselves.

Staff work consistently to keep children safe and healthy. They understand their responsibilities to protect children and they implement appropriate cleaning and hygiene practices. Staff manage interactions well, using positive behaviour management strategies and have good relationships with the children in their care. Staff work effectively to promote children's learning and development.

People who run the setting provide a safe, secure, and welcoming environment. They complete regular safety checks and fire drills. They ensure that everyone is aware of risks and complete regular, purposeful risk assessments. People who run the setting offer a wide range of resources, toys, and equipment suitable for the age ranges that they care for.

People who run the setting work effectively and provide a clear statement of purpose. They have policies in place which are regularly reviewed but they do not fully reflect the current service registration and practice. People who run the setting manage staff and other resources successfully and ensure there are enough suitable staff to meet the needs of the children. They have developed positive partnerships with parents, providing them with information and work with outside agencies to support identified needs.

Children confidently communicate their wants, moods and needs to the staff who support them. They receive a good response to their verbal and non-verbal communications. Children have good opportunities to make choices and decisions about their play and things which affect them. For example, where they want to play, what they want to play with or what to eat at snack time.

Children cope well with separation because consistent daily transitions recognise and support their individual needs and are effectively implemented. Nearly all children arrive at the service and confidently go to their chosen room. Children who are unsettled are given time to settle and also reassured by staff. They have a sense of belonging, forming strong relationships with staff and other children. Children are familiar with routines. For example, at snack time, children know where to go and where to sit without prompt. They enjoy exploring the activities on offer to them.

Interactions between children and adults are consistently stimulating and children co-operate well for their age. Children react positively to staff questions or requests. For example, while playing with a dinosaur, a staff member enquired, "*what are you feeding the dinosaur?*" The child looked at them and said "*coins – look*" and laughed. They give spontaneous cuddles and go to staff for reassurance. Children played appropriately for their age and stage of development and react to consistent positive praise from staff.

Children are fully engaged in their play. For instance, one child persevered on task to put two jigsaw pieces together for an extended period. Children eagerly explore the resources and activities on offer. They enjoy a very good range of interesting opportunities indoors and have the freedom to safely explore their environment both indoors and outdoors.

Children are self-motivated to initiate their own play and to influence their tasks and activities because child led activities predominate. They actively engage with the toys and areas of learning. For example, in the small world area, children shouted "*ready, steady, go*" as they let cars down the garage ramp. They also enjoyed cooking in the role play kitchen. Children's interests are followed. For instance, one child went over with a book to a staff member, the staff member asked, "*do you want me to read this to you?*" and they both sat together to read the book. Children experience innovative developmentally appropriate opportunities that promote their all-round development and enable them to confidently follow their own interests. Children have some very good opportunities to develop their independence skills enabling them to do some things for themselves successfully.

Care and Development

Good

Nearly all staff fully understand and consistently implement policies and promote healthy lifestyles, physical activities, personal safety, and well-being. They remind children about keeping safe, encouraging them to be aware of their surroundings and potential risks. For example, whilst outside, staff encouraged children to move out of the way once they had gone down the slide. They offer children a good selection of healthy snacks and carry out daily tooth brushing. Staff support the children's well-being and know individual children's needs and preferences. They identify and manage risks and implement robust cleaning and good hygiene practices. They complete daily and weekly cleaning and risk assessment tick lists. Staff have a very good understanding of their responsibilities to protect children and confidently told us what they would do if there was a child protection concern.

Nearly all staff understand the behaviour management policy and consistently implement positive behaviour management strategies. They encourage children to take turns, consistently use positive tones of voice and deal with children's disagreements well. Nearly all staff are consistently responsive; they listen and respect children's views. They respond warmly to the children's requests or questions, showing a genuine interest in what they have to say. The interactions are positive which demonstrates warmth and kindness. Staff are sensitive to the needs and experiences of individual children. They talk to children, varying the use of their language to suit their age or stage of development.

Staff plan and provide a broad range of play and learning activities. They follow effective planning which covers many skills including language, creative and physical development. Staff also ensure that there is flexibility in their planning so that they can adapt their plans to suit the needs and interests of the children. For instance, whilst in the sand area a child was taping the top of a container and the staff suggested making a sandcastle. They asked the children *"what do we need to make a sandcastle?"* Waited for the children to reply then said, *"we need to add water so we can build sandcastles."* Staff used water to pour into the tub asking children *"Can you help?"* which the children enthusiastically responded to. Staff complete daily evaluations of the planned activities, reviewing the children's engagement and record opportunities to improve the activities. They plan well for the next steps and regularly review the children's individual progress. Staff are fully aware of children's individual development and how to support them. For example, staff use simple repetitive language with some children whilst encouraging others to use more complex sentences. Staff support and provide for children with additional needs, such as children with emotional and behavioural difficulties or medical/nutritional needs in their care. They take purposeful action in a timely manner when they recognise children may have emerging or additional needs and make effective use of the support services available to them.

Environment

Good

People who run the setting ensure that the environment is safe, secure, and well maintained indoors. People who run the setting organise regular cleaning routines that reflect good hygiene practices. Their good infection control practices minimise any risks to children's health and safety. People who run the setting complete effective and comprehensive general and fire risk assessments, which are regularly reviewed and acted upon. They cover a range of areas, identify risks as well as control measures put in place to minimise risks. Regular maintenance and checks are carried out including fire drills, safety testing and fire safety equipment maintenance.

People who run the setting ensure the environment has good indoor play space for children to move freely. They ensure the environment meets most of the children's needs and enables them to reach their full potential. Children can access three different rooms as well as the outdoor area and each offers a wide range of toys and resources for the children to enjoy. For instance, they offer creative materials, sand and water play, sensory toys, a variety of balls, role play resources, construction toys and slides. People who run the setting organise the environment well so that it provides a good range of play opportunities suitable for nearly all the age ranges cared for. The premises are welcoming, warm, and accessible to all. Children can access toys and resources independently.

There is a good-sized outdoor play area which is well maintained and presents interesting opportunities for the children. They offer some natural and wooden resources and some which promote diversity and cultural awareness. People who run the setting ensure that nearly all children can access good quality and a broad variety of age-appropriate furniture, toys, and equipment indoors to stimulate the children's interest and imagination.

People who run the setting maintain and share an up-to-date, effective statement of purpose that accurately reflects the service provided and meets the National Minimum Standards. People who run the setting have a wide range of policies which they review annually and ensure that these are largely implemented in practice. However, they do not fully reflect the setting or the processes they follow. For example, the nappy changing policy was not followed fully in practice and some policies did not reflect the current registration. Since the inspection visit, the registered person has confirmed that they have begun the process to amend the policies to reflect the setting and their processes. People who run the setting ensure that the required records are accurately kept. For example, children's contracts and accident and incident records. However, they do not always have a parent's signature on accident forms to acknowledge the record. Since the inspection visit, the registered person has confirmed that parents sign the accident/incident records. They ensure that any concerns are recorded and reviewed regularly. They engage with Care Inspectorate Wales and ensure there are notifications of significant events or changes to the service submitted in a timely manner.

People who run the setting actively implement the self-evaluation process. They seek and implement the suggestions of children, parents/carers, staff, and other interested partners. They produce a very good quality of care report which reflects upon the service provided, priorities for improvements and how these will be measured.

People who run the setting follow a safe recruitment process to safeguard children. They have satisfactory systems in place to update suitability checks as required and the registered person has a clear understanding of the staff suitability checks needed. The performance management process is satisfactory and encourages staff to attend a range of training. Regular basic supervisions and appraisals are carried out and there is a focus on supporting staff well-being. Staff said they are really settled, feel well supported by management and enjoy their roles. People who run the setting record children's actual times of attendance and ensure that staff are deployed well to meet staffing ratios and children's needs. However, they do not consistently record the times when children and staff have left the service. Since the inspection, the registered person has confirmed that they have a process in place to ensure that all staff and children are signed out consistently.

People who run the setting ensure that communication and engagement systems with parents are adequate. They generally keep parents informed through verbal feedback at the end of the session. Parents said that they are happy with the service, they feel that their children are developing and that the staff are easy to talk to. People who run the setting have good links with a range of professionals, the community, and other interested parties. They respond positively to information and advice given to improve children's well-being and identified needs. They ensure that when they have concerns about children's progress or development that there are procedures and protocols in place for sharing information.

Recommendations to meet with the National Minimum Standards

R1 Ensure policies are updated to reflect the service and contain the most up to date information and best practice.

R2 Ensure parents consistently sign the accident and incident forms to acknowledge the record.

R3 Ensure that the times of children and staff leaving are consistently recorded.

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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