



## Inspection Report

**Garden Village Childcare**

**Young Persons Centre  
Wats Dyke Way  
Wrexham  
LL11 2TE**

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

**This report is also available in Welsh**



**Date Inspection Completed**

03/07/2024

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## About Garden Village Childcare

|   |   |
|---|---|
| Type of care provided                                 | Children's Day Care<br>Full Day Care  |
| Registered Provider                                   | GVCC  |
| Registered places                                     | 50  |
| Language of the service                               | English   |
| Previous Care Inspectorate Wales inspection           | 21 June 2022  |
| Is this a Flying Start service?                       | Yes   |
| Does this service promote Welsh language and culture? | 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><a href="#">Well-being</a></u>                | <b>Adequate</b> |
| <u><a href="#">Care and Development</a></u>      | <b>Poor</b>     |
| <u><a href="#">Environment</a></u>               | <b>Poor</b>     |
| <u><a href="#">Leadership and Management</a></u> | <b>Poor</b>     |

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

### **Summary**

Children make choices and decisions and have some control over their play. They are content and settle happily to activities. They have built positive relationships with staff and interact appropriately. Most children follow their own lead, show appropriate levels of engagement and are active. Many children are developing suitable skills and have some opportunities to develop their independence.

Staff follow some appropriate policies and procedures which promote children's health and well-being. However, leaders do not fully understand or promote the wider concept of safeguarding. Staff complete accident and incident records appropriately and keep accurate records of children's attendance. However, staff attendances are not completed consistently enough. Most staff follow suitable hygiene practices, manage interactions appropriately and are nurturing and kind. However, leaders do not ensure staff consistently make proper provision for the care, supervision and education of children.

Leaders do not notice potential risks in the environment and do not ensure the building is secure. Most areas of the setting are adequately clean. Staff care for children in an appropriately decorated environment with resources of suitable quality. Staff ensure children are given plenty of outdoor play. However, resources and toys can be untidy, and some areas do not look inviting.

Leadership is poor. We identified significant examples of non-compliance that need urgent attention. However, leaders began to address some of the issues the following day and are keen to continue to make improvements. Leaders have developed positive relationships with parents and have formed good links with the nearby school.

## Well-being

## Adequate

Children make choices and decisions and have some control over their play. They choose which resources they want to use and which friends they want to play with. Children speak up because they know they will be listened to. For example, if children ask for more snack, need reassurance or help, they are responded to appropriately.

Children are content and settle happily to their play. They have built positive relationships with staff they know well and are happy to receive help from new staff that have recently joined the team. Children are familiar with some of the setting's routines. For example, most children know to wash their hands before eating and know they play outside after they have finished their lunch.

Most children interact appropriately. Many share resources with increasing independence and a few take turns with a little help. Some children engage in conversations with staff about things that are important to them such as their favourite foods, what they have done in school that day and their football interests. Most children are friendly when meeting new adults including us. For example, they invited us to see their mud kitchen and enjoyed bringing us their food packets to be opened at lunchtime.

When outside, most children follow their own lead, show appropriate levels of engagement and are active. Many concentrate well as they jump from one stepping stone to another and play with confidence. They enjoy balancing on wooden beams and laugh as they play hide and seek with staff. Leaders told us children love to be outdoors which we saw on the day as they chose to spend most of their time outside.

Many children are developing skills and have some opportunities to develop their independence. For example, they use the water dispenser to pour their own drinks, they put their food wrappers in the bin and young children are learning to use the toilet with less support. However, there are missed opportunities, for children who attend the after school club, to develop independence at snack time as they have limited involvement in preparing and serving their own food.

## Care and Development

Poor

Staff follow some appropriate policies and procedures which promote children's health and well-being. For example, staff offer children plenty of fresh air and the opportunity to run around and be active. They provide appropriately balanced food and healthy drinks, and ensure drinking water is readily available. However, leaders do not fully understand or promote the wider concept of safeguarding as they do not minimise risks in the environment well enough. Despite this, the staff we spoke to do understand their responsibilities in reporting any child protection concerns and are familiar with the safeguarding policy. There are enough staff who have attended Paediatric First aid training. However, there are not enough qualified and experienced members of staff to meet the NMS requirements. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Staff complete accident and incident records appropriately and these are shared with parents. They keep accurate records of children's attendance. However, staff attendances are not completed consistently enough as cover staff are not always recorded on the register. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Most staff follow appropriate hygiene practices including when serving food. However, on occasions, leaders follow poor hygiene procedures when changing nappies as they walk through the building to a sink to wash their hands rather than washing them at the sink next to the nappy changing area.

Most staff manage children's interactions appropriately. They follow a suitable behaviour policy and encourage children to make good choices. Staff use positive reinforcement appropriately when children try hard or complete tasks. Staff are mostly good role models, but this is difficult to achieve at lunchtime as they support children whilst also eating their own lunch.

Staff understand children's wants and needs and show warmth and kindness. When they are able to, they provide children with appropriate care and support. However, there are times when interactions with children are interrupted as there are not enough staff to supervise the children appropriately, in the very large outside space. Leaders do not ensure staff make proper provision for the care and education of children. For example, they do not complete activity planning and there are limited engaging experiences set up for the children. This is having an impact on children's health and well-being and placing them at risk, and we have therefore issued a priority action notice. The provider must take immediate action to address this issue.

Staff have an appropriate understanding of children with Additional Learning Needs. They work closely with parents, seek support and advice from external agencies which ensures children make progress.

**Environment****Poor**

Leaders do not follow appropriate procedures to manage the safety of the environment and they do not notice all potential risks in the children's play space. For example, on the day of inspection, the building was not secure from unauthorised access or from children potentially leaving the premises by themselves. We also identified many other significant risks in the environment. Risk assessments are routinely completed but are not satisfactory as they do not contain all potential hazards. This is having an impact on children's health and well-being and placing them at risk, and we have therefore issued a priority action notice. The provider must take immediate action to address this issue. Staff ensure fire drills are carried out regularly and these are recorded. Most areas of the setting are adequately clean.

Staff care for children in an appropriately decorated environment that is well lit with plenty of natural light. There are cosy areas available for children to complete quieter activities as well as large areas for them to play and be active. The layout of the building provides children with plenty of space to move around and play freely. In the main playroom, most resources are low enough for children to access themselves. However, leaders do not take enough care to ensure the environment looks inviting. They do not routinely set up resources for the children and toys are mixed up and left on the floor, making the rooms look chaotic and untidy. Staff give the outdoor area high priority ensuring children have access to this area as much as possible. There are resources available for children to practice their balance and co-ordination skills as they jump from one piece of play equipment to the next, ride wheeled vehicles and play football. The mud kitchen helps promote imaginative and problem-solving skills but mark making opportunities are limited.

Leaders generally ensure they provide children with furniture, toys and resources that are clean and appropriately maintained. However, some soft furnishings such as the rug in the main playroom are not clean enough. Staff understand the benefit of providing children with wooden furniture and natural resources.

Staff promote cultural awareness appropriately through stories and toys and by celebrating various cultural events.

## Leadership and Management

Poor

Leaders do not run the setting appropriately. Some regulatory obligations are not fulfilled and we found significant examples of non-compliance which require urgent attention. Leaders are ineffective in managing their teams and do not always deal with poor practice satisfactorily. Nor do they consistently promote safe practices and a culture of safety. Leaders had not notified CIW of several significant events despite this being raised as an issue at the responsible individuals' other setting in February 2024. This is placing children's health and well-being at risk, and we have therefore issued a priority action notice. The provider must take immediate action to address this issue.

The management team have experienced challenges and changes in staffing. The newly appointed person in charge and deputy feel supported by the responsible individual(s) and are keen to work with the team to make improvements.

The statement of purpose was out of date. However, before the report was written we received an updated copy which accurately reflects the setting and meets the regulations. Leaders ensure there are appropriate policies and procedures available to support staff in their roles. Staff enjoy working with the children. However, staff morale is low.

Leaders have basic systems in place to review the quality of care and seek views from parents, staff and children. Leaders listen to constructive feedback and show willingness to make improvements, some of which started the day after our visit. However, leaders do not always have the capacity to bring about desired changes.

Leaders have some appropriate recruitment systems in place. However, they do not gather all required documentation to evidence the most suitable person has been employed for the post. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Staff supervision and appraisal systems are not robust with some staff having not received appraisals for over 12 months. These are important because they can help recognise success/achievements and identify areas for improvement. This is having an impact on children's health and well-being and placing them at risk, and we have therefore issued a priority action notice. The provider must take immediate action to address this issue. Despite this, leaders do encourage staff to attend mandatory training and arrange regular well-being training days to help support the team. Leaders manage children's registration records appropriately and ensure they gather all required information prior to children attending.

Leaders have developed positive relationships with parents. Parents feel welcome at the setting and value regular exchanges of information. Leaders enjoy a beneficial partnership with the nearby school which ensures children make a successful transition.



### 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 |
|------------|---|--------|
| 25         | The responsible individual(s) must ensure unnecessary risks to the health and safety of children are identified and so far as possible eliminated.  | New    |
| 20         | The responsible individual(s) must ensure they make proper provision for the care, education and supervision of relevant children.  | New    |
| 29         | The responsible individual(s) must ensure all staff receive regular and appropriate supervision and appraisals.   | New    |
| 31         | The responsible individual(s) must ensure they notify CIW of the occurrence of the events set out in Schedule 4, where possible in advance and no later than 14 days after the event has occurred. This includes staff changes, closure days and changes in | New    |

|  |                           |  |
|--|---------------------------|--|
|  | the Statement of Purpose. |  |
|--|---------------------------|--|

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.

| Area(s) for Improvement |   |        |
|-------------------------|---|--------|
| Regulation              | Summary   | Status |
| 30                      | The responsible individual(s) must ensure all records within Regulation 30, Schedule 3 are appropriately maintained including keeping accurate records of staff attendance. | New    |
| 27                      | The responsible individual(s) must ensure there are a sufficient number of suitably qualified, skilled and experienced persons looking after the relevant children.         | New    |
| 28                      | The responsible individual(s) must ensure they collate satisfactory documentation prior to employment to evidence suitability of workers.                                   | New    |

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

| National Minimum Standards |   |
|----------------------------|---|
| Standard                   | Recommendation(s)   |
|                            | No NMS Recommendations were identified at this inspection |

| 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.   |

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