



Childcare Inspection Report on

Wyncliffe Childcare

**Solva Primary School
Solva
SA62 6TS**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

19/09/2019

Welsh Government © Crown copyright 2019.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk You must reproduce our material accurately and not use it in a misleading context.

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

Description of the service

Wyncliffe Child Care is a full day care service which operates from a well-adapted porta cabin on the grounds of the primary school in Solva. The service is available for a maximum of 19 children aged from birth to five years. The service operates 7:30am to 6pm, Monday to Thursday, and 7.30am to 5pm on Friday. The service operates mainly through the medium of English but a significant amount of Welsh is also used. The registered person is Teresa James. Mrs James is also a person in charge of the service, along with Emma Jenkins, Claudine Hayward and Louise Thomas.

Summary

Theme	Rating
Well-being	Excellent
Care and Development	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

Children are extremely happy, confident and secure at this service. They have excellent opportunities to improve their individual skills and independence and pursue their own interests. They are cared for by a knowledgeable and enthusiastic team of staff. The environment is stimulating and welcoming, including a well-used outdoor environment. There is strong, effective leadership of the service.

2. Improvements

Since the registration of this service, leaders had made a number of improvements, including: writing new policies where a need was identified; incorporating new staff training in Welsh and physical activity into the practice; and extending the resources available to children.

3. Requirements and recommendations

There are no requirements or recommendations.

1. Well-being

Excellent

Summary

Children are extremely content, confident and secure at this nursery. They enjoy their play enormously and form very strong bonds with others. They have excellent opportunities to develop their individual skills and independence and they have a strong influence on what they do at the nursery.

Our findings

Children are interested and excited by the activities they do at this nursery. Children of all ages were fully engaged with activities throughout our visit. The older age group particularly enjoyed role play. For example, a child, dressed in a fireman outfit, asked with a big smile where the fire was. Another child asked a member of staff if they could look in her mirror and marched along proudly in a 'wedding dress' saying, *"I am going down the cathedral!"* Children were full of smiles and excitement as they came in from the outdoors, telling us that they had been in the pirate ship and *"there's a tunnel!"*. Children were so engaged in playing with a train set at the end of the session that they were in no rush to go home.

Children are self-motivated to initiate their own play and to influence their activities. We saw children sharing their ideas frequently and staff supporting them to do what they had chosen. For example, a child had been making pasta necklaces and bracelets and he asked a member of staff, *"Can we make a pasta for your leg?"* A member of staff then supported the child to make an ankle bracelet and choose the materials he wanted to use to make this.

Children are extremely, comfortable and confident and they developed strong bonds with the adults looking after them. They approached staff for cuddles, had fun with them and happily shared their news. One child fell over and immediately got up and went to a member of staff saying, *"I think I'll give you a big cuddle."* This comforted her and she continued to play happily.

Children interact very well with others. They were very aware of the expected behaviour at the nursery and were able to talk about this. For example they knew that 'Mister Potato Head' reminded them of the 'Golden Rules' at the nursery such as 'listening ears' and 'kind hands.' A child waiting to wash their hands said, *"It's one at a time."* They confidently asked for help when they needed it and they shared well with other children most of the time.

Children had excellent opportunities to develop their independence. They spooned cheese onto their plates, washed and dried their plates, swept the floor, found their own hats, put their dressing-up clothes back on hangers and took their shoes off and stored them before going to sleep. Children did these tasks naturally and happily.

2. Care and Development

Good

Summary

Staff are kind, enthusiastic and motivated and they know the children in their care very well. They ensure that children are very safe and they create a positive, happy atmosphere. Staff work well together to provide exciting activities and to effectively support children to develop their individual skills.

Our finding

Staff successfully keep children healthy. They provided varied and nutritious food to children and ensured that they were physically active and had access to outdoor play on a regular basis. Staff provided balanced meals and snacks such as vegetables, fruit and crackers. They supported children in free flow play in the indoors and a covered outdoor area and they also took the children out to play in larger areas twice during our visit, encouraging children to practise their physical skills through stimulating activities. They had been working diligently towards accreditation on the Healthy and Sustainable Pre-schools scheme. Staff generally followed good hygiene processes. However, we saw a member of staff supporting children to wash their hands in a shared bowl of water. Staff and leaders assured us that this was not normal practice and would not happen in the future.

Staff follow procedures well to ensure that children are kept safe. They were confident about their responsibilities and safe processes to follow should there be a concern in relation to child protection. They supervised children well and gave safety reminders to children. When a car came onto the site, staff ensured that all children sat together until the whole area was safe. It was evident that children and staff were used to following this safety process. They kept clear records when children had accidents and ensured that parents were informed.

Staff manage children's behaviour very positively. They spoke with children positively about behaviour, at their level. For example, when a child was upset, a member of staff asked the child to explain what had happened and then suggested that they go together to talk to another child, thus resolving the issue calmly and successfully. Staff gave positive reminders to be kind and to share and they reinforced good behaviour with lots of praise and stickers as rewards. Staff had a very cheerful demeanour throughout the day and communicated well with each other which resulted in a happy and relaxed atmosphere.

Staff meet children's individual needs well and they successfully support the children's individual development. Staff knew the children's interests, preferences and skills. They made meaningful observations and used these to inform their planning. Staff were in the process of developing their system of planning further. They were enthusiastic about planning exciting and stimulating activities, such as a mock wedding, varied sensory play and writing and posting letters. We heard some staff using open questioning to develop children's thinking skills further. For example, when there was a spillage on the floor, a member of staff asked, "*What shall we use to clear that up?*" which led to a discussion regarding cloths and

mops. Staff promptly met children's needs during our visit, such as ensuring that they were able to sleep when necessary, changing their clothes when they got wet from water play and reminding them to go to the toilet. Staff gave all of the children individual, positive attention. They used the Welsh language frequently and naturally throughout our visit. For example, they said, "*Wyt ti'n barod?*" (are you ready?), "*golchi dwylo*" (wash your hands), they named colours in Welsh and they sang Welsh songs throughout the day with the children.

3. Environment

Good

Summary

Leaders provide a stimulating indoor and outdoor environment for children. They ensure that the environment provides good learning opportunities for children and that it is kept under regular review. Leaders ensure that the environment is very safe for the children.

Our findings

Leaders provide a welcoming and stimulating environment with varied resources that suit children's interests and stages of development. The environment had a range of stimulating learning areas and interesting displays which included the children's own work. During our visit, the theme at the nursery was 'celebrations' and leaders and staff had created a wedding role-play area which older children proudly pointed out to us, which included dressing-up clothes, mark-making resources, cards and photographs of weddings from different cultures. There was a strong focus on natural resources at the nursery. For example, children had access to varied sensory play resources, such as pumpkin seeds, oats and pine cones. Leaders also provided lots of real-life objects such as spoons, jugs and pipettes for the children to explore. As well as very suitable tables and chairs for children of different ages to be seated when they ate indoors, there were small seats and a table made from logs in the outdoors. Leaders kept the environment under review. They rotated resources and changed learning areas and displays regularly and they were in the process of moving the mud kitchen to a more suitable area during our visit. Bilingual labelling was used throughout the environment.

Leaders provide children with the space and facilities that they need. The toilets were accessible for older children who were able to use them mostly independently with some help to dispense soap. Leaders ensured that children had free access to a covered outdoor area and that they also had access to a garden play area and a large yard area in which they could run, play ball games and pedal trikes. Leaders and staff had allocated an area for children to have a quiet sleep and they ensured that children had individual bedding, including when they used pushchairs in which to sleep. Resources were generally accessible to children without them having to ask for help from an adult.

Leaders ensure that the environment is very safe. The door to the service was kept locked and there was a safe system for entry to the service. They kept a record of visitors. Leaders had completed a range of risk assessments and they reviewed these regularly. They ensured that there were safety measures in place where necessary, such as gates to ensure babies' safety. They had put in place a system for regular cleaning of the environment and for safe food hygiene processes to be followed. The environment was clean and tidy during our visit and leaders had registered their business with the Food Standards Agency.

4. Leadership and Management

Good

Summary

Leaders have a clear vision for their service which is communicated well. They manage the service and staff effectively. They have good systems in place to review and make improvements to the service. Leaders establish strong partnerships which lead to improved outcomes for children.

Our findings

Leaders have a clear ethos and values that are evident in the service policies, statement of purpose, online information and when talking to staff. The statement of purpose gave a clear picture of the service provided and included all of the necessary information. The policies for the service were very suitable and child-centred and leaders kept these under review, writing new policies when a need was identified. For example, they had written new policies on British values, e-safety, sun protection and transition to school. Leaders communicated well with Care Inspectorate Wales (CIW) and they kept up to date with developments in the child care sector. Leaders took immediate action on all of the matters discussed during the course of the inspection.

The registered person manages staff well. Staff felt well-supported, they showed pride in the service and they liked the way they had ownership at the nursery. Leaders gave staff specific responsibilities, such as responsibility for equal opportunities, behaviour, and health and safety. Leaders ensured that staff had access to regular training, which was shared with the whole staff team. There were effective systems in place for induction, supervision, appraisal and regular team meetings. The registered person made a change to the staffing arrangements for one day following our visit which meant that there were a suitable number of qualified staff caring for the children at all times. Leaders kept the service under regular review. They had created a setting improvement plan with three-monthly reviews broken down into monthly action plans. All staff contributed to this and children's and parents' ideas were considered. Following our visit, the registered person wrote a quality of care report in line with regulations.

Leaders formed very good partnerships with parents. They sought lots of information about children's needs and preferences from parents and kept them well-informed about the service, their children's wellbeing and progress. Parents who we spoke to and who completed CIW questionnaires were very happy with the service provided. Leaders and staff had established partnerships with the local authority child care team, training providers and a Healthy and Sustainable Pre-school professional. They made good use of the local area and local expertise to enrich learning experiences for children. For example, they had arranged for the fire service to visit with a fire engine as well as arranging trips to a dental surgery, the local church and shops.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

Not applicable as this is the first inspection of the service since its registration.

5.2 Recommendations for improvement

None

6. How we undertook this inspection

This was a full, unannounced, post-registration inspection undertaken as part of our normal schedule of inspections.

One inspector visited the service on 19 September 2019 for approximately eight hours. We:

- inspected a sample of documentation and policies;
- observed practice and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff;
- spoke to children, parents, staff and the registered person;
- read CIW questionnaires returned by parents; and
- gave feedback by telephone to the registered person on 27 September 2019.

Further information about what we do can be found on our website:
www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Full Day Care
Registered Person	Teresa James
Person in charge	Emma Jenkins Claudine Hayward Louise Thomas Teresa James
Registered maximum number of places	19
Age range of children	Birth to 5 years
Opening hours	7:30am to 6pm, Monday to Thursday 7.30am to 5pm, Friday
Operating Language of the service	Both English and Welsh
Date of previous Care Inspectorate Wales inspection	Not applicable as this was the first inspection of the service since its registration
Dates of this inspection visit	19 September 2019
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This is a service that 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.
Additional Information:	

Date Published 11/12/2019