



Childcare Inspection Report on

St Mary's Childcare

**Portacabin, St Mary's School
Longford Road
Holyhead
LL65 1TR**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

St Mary's Childcare is registered to provide care for a maximum of 19 children from the age of 2 to a maximum of 12 years old. The service operates from their premises on the grounds of St Mary's primary school in Holyhead. The appointed responsible individual is Amie Jones and Aimee Owen, Hannah Hylsop and Jasmine Cuffin have been appointed as persons in charge. The service is open Monday to Friday 8:00 a.m. – 6:00 p.m. during school term time and the service also operates a holiday club. The service provides education for 3 and 4 year olds and is also inspected by Estyn. The service does not fully provide the Welsh Language 'Active Offer'.

Summary of our findings

1. Overall assessment

Children are happy and settled. They enjoy interesting play and learning experiences which are well planned to promote their development. A newly appointed staff team are eager, enthusiastic and work well together. Positive behaviour is promoted and routine and structure enables children to feel secure. The environment is well planned with positive changes implemented. Leaders are enthusiastic and use initiative to plan and implement changes. They regularly consult with those using the service and work in partnerships to deliver service children and their families benefit from.

2. Improvements

This was the first inspection since registration on the 22 December 2017.

3. Requirements and recommendations

No requirements and recommendations were made during this inspection.

1. Well-being

Summary

Children are relaxed, settled and communicate their needs confidently. They know their views and ideas will be listened to and make positive contributions as a result. Children play well together and are forming friendships. They experiences positive opportunities which help them learn and grow.

Our findings

1.1 To what extent do children have a voice?

Children have a strong voice at this service.

Children confidently made their views known and influenced how they spent their time. They moved with ease from one activity to another, showing staff and those around them what they were doing. For example, we heard a child saying they were going to play with the sand and they later proudly showed the pig created with the mould available. Older children attending the after school club had completed feedback forms at the start of term, which asked them what activities they wanted to take part in. An activity plan had been formulated to include what had been asked for.

Children positively influence how they spend their time and enjoy activities tailored to their interest.

1.2 To what extent do children feel safe, happy and valued?

Children are happy and settled.

Children experienced bonds of affection; they were eager to play together and were forming friendships with one another. They greeted their friends as they arrived and welcomed those arriving at different times during the day. Children enjoyed telling staff about their day; we heard staff ask a child who was fond of dinosaurs if he wanted to show her how he mimicked a scary dinosaur. The child eagerly participated and was very proud when he was congratulated for his achievements'

Children are consistently valued they are content and express enjoyment.

1.3 How well do children interact?

Children are consistently learning to manage their behaviour and develop a sense of right and wrong.

Children were polite and used good manners; older and younger children were kind and considerate towards each other. For example, we saw them sit alongside each other to draw with the paper and pencil available. Children were made aware of consequences of their behaviour. For example, when a child threw sand staff spoke to them at their level and explained why it was not acceptable, enabling children to understand the importance of

saying sorry. Both children exchanged hugs and were able to continue playing alongside each other happily.

Children are motivated to sustain interest in tasks and beginning to understand their feelings and emotions of others.

1.4 To what extent do children enjoy their play and learning?

Children benefit from planned activities which appeal to their interest and they enjoy.

Children eagerly spoke about what they were doing, they told us about the party they would be having the following day and at the start of the new term they wanted to show us the work already completed by them. Children smiled and laughed as they created collages by cutting out photos of items from magazines and gluing them to a piece of paper, focusing on the task for an appropriate amount of time. Children's time was varied; quieter times were interspersed with busier times. They had opportunities to sing, follow their interest and they chatted comfortably with each other about the world around them whilst busily completing the tasks at hand, such as setting the table for lunch.

Children are motivated to engage in positive play and learning experiences.

1.5 How well do children develop, learn and become independent?

Children are confident, independent and are making progress.

Children benefited from extensive opportunities to enable them to develop a good range of skills. For example, language skills were developed when children were asked '*what is the weather like outside now?*'. A child answered by saying it was windy, and all children were then afforded the opportunity to say if they knew the Welsh word. Children gained a sense of pride in their achievements; for example, they were supported to find their favourite colour and they independently chose that circle to sit on during circle time. Children were able to accomplish things for themselves, such as after they finished eating they knew to dispose of their rubbish appropriately. Appropriate self-help skills were promoted, we heard a child say '*I want to go and wash my hands on my own*', which they did.

Children are enthusiastic to complete tasks for themselves and show good initiative.

2. Care and Development

Summary

Staff are motivated to enhance children's well being and actively implement positive practices to keep children healthy, safe and well. They act as positive role models and set realistic boundaries. Staff competently plan to promote children's play and learning experiences and encourage older children to determine and control the content of their play.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have an understanding of how to keep children safe and healthy.

Staff were fully aware of the process to follow in relation to safeguarding children; they had a secure understanding of meeting children's medical needs and information was readily available for them. There were well organised procedures if parents needed to be contacted in an emergency. Effective procedures were implemented to manage children's safety on outings. Staff understood their roles and responsibilities, they logged clearly when children had arrived, who would be collecting them and the time they left. Staff effectively promoted healthy lifestyles, they supported children to wash their hands when appropriate, and children were familiar with the routine; when asked '*what do we do before lunch?*' all the children shouted '*wash hands*'. Healthy snacks were offered and during the second visit children were offered water or milk to drink, fruit juices were no longer offered during snack time. Staff had formulated a rotating snack menu and had consulted with a dietician to develop these further to offer children a balanced diet.

Staff consistently implement strong procedures to promote children's overall well being.

2.2 How well do practitioners manage interactions?

Staff are consistent in their approach to managing behaviour and set realistic boundaries.

Staff had established a clear routine and supported children whom had just started, leaving no confusion in their mind as to what was acceptable. Staff spoke to children in a calm manner. Positive methods were used to promote good behaviour and encourage children to co-operate, share and how to relate to others. Staff recognised and rewarded positive behaviour promptly through rewarding them with stickers, and children were extremely proud to show us when they had been received. Staff provided long term goals, regular positive behaviour was rewarded with a visit from 'Tommy the turtle' and children were obviously very fond of this character.

Staff reward positive behaviour and use effective methods to congratulate children for their efforts.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

Staff promote development by planning for a good variety of play and learning opportunities.

Staff support and encourage children to learn about the world around them by planning a variety of topics and themes which appeal to their interests. Staff were relaxed and confident and had knowledge about children's development, take an interest in what the children are doing and build on their play accordingly. Staff were heard asking children *'What have you created there? Did you use the scissors? Well done you'*. Staff noticed a child was taking great pleasure in helping to clear the toys away and staff responded by asking if they wanted to help to brush the sand off the floor.

Staff gave priority to ensuring children were well settled, children upset at seeing others leave were offered comfort and hugs and were quickly engrossed in playing again. We saw a wealth of evidence of activities the children had enjoyed. Staff had facilitated an activity where children learned the names of parts of the body, painted self portraits and created a mirror, with the words 'I am Special' printed on it, giving children a sense of worth and pride in themselves. With support from the Local Authority advisory teacher staff implement the principles of the Foundation Phase and track children's progress. Older children determine and direct their own play, staff had gathered their views and formulated an activity plan accordingly, some chose to make fruit salad whilst others engaged in the other activities available.

Staff are committed to delivering varied and interesting play which meets children's individual needs.

3. Environment

Summary

Leaders ensure children are cared for in an environment which is safe, clean and secure. The environment meets children's needs well and children have access to good quality resources.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Leaders are diligent in their work to ensure they provide a safe environment where risks are well managed.

Leaders placed high importance on ensuring risks were identified and where possible eliminated. Leaders had completed annual risk assessments and had amended these when required. Staff completed daily safety checks to ensure the environment was safe before children arrived. Safety management plans had been completed and were readily available for all those working at the service to see. Leaders were in regular contact with the neighbouring school regarding working together to make their outdoor play areas safe and secure. Leaders took immediate action following review of accident and incident forms, for example, shoes were now stored in appropriate boxes to reduce the risk of children tripping.

Leaders fulfil their roles confidently and ensure action is taken promptly to make sure the environment is safe.

3.2 How well do leaders ensure the suitability of the environment?

Leaders ensure children are cared for in a supportive and comfortable environment providing a wide range of play opportunities.

Leaders implemented positive changes to the layout and design of the environment to promote children's independence and considered this from a child's perspective. For example, pegs to hang personal belongings had been lowered and a new larger door fitted to the toilet following feedback from older children. The whole environment provides a wide range of experiences suitable for the broad range of ages using the service; areas of learning are clearly defined creating an interesting and stimulating environment. The outdoor play area is given high priority, is regularly utilised and is being developed further.

Leaders provide an environment which meets children's needs well.

3.3 How well do leaders ensure the quality of resources and equipment?

Leaders provide access to a broad range of suitable resources.

Leaders enabled children to consistently have access to furniture, equipment and toys suitable to their needs. They were of suitable design and condition with more than sufficient amount available providing children with a good variety of choice. They could choose to play alongside each other and welcomed each other to their games. Additional

resources were available and kept in storage, leaders planned to rotate the items available to ensure children remained interested in what was on offer for them.

Leaders successfully provide resources that allow children to follow their interests.

4. Leadership and Management

Summary

Leaders are committed to promoting safe practices and have a purposeful vision for their service. They have strong processes in place for considering the service and planning for improvements. Leaders support staff and ensure they are deployed effectively and motivated to deliver a high quality service.

Our findings

4.1 How effective is leadership?

Leaders set high expectations and create a positive environment.

Leaders have a clear vision for the service and strive to build and develop the service to offer children positive learning and play experiences. Since registration and in between both inspection visits, leaders supported staff to develop the structure and routine of the day. For example, new resources were introduced thus creating an interesting environment. A strong team has been established, and leaders challenge poor performance promptly ensuring everyone is confident and familiar with what is expected of them to contribute towards the smooth running of the service. The statement of purpose is reviewed and updated regularly.

Leaders effectively support and challenge everyone to do their best and encourage sustained improvements.

4.2 How effective is self evaluation and planning for improvement?

Leaders regularly draw on feedback and reflect on what they do to inform and plan future improvements.

Leaders implement effective systems to gather the views of those using the service; questionnaires have been distributed and changes implemented promptly in response to the feedback. For example, in response to feedback received, menus are available to parents and a newsletter provides information about the service. Staff regularly assess outcomes and reflect on what they do on a daily basis, using the information gathered to inform future planning and how they will improve children's experiences.

Leaders consistently gather the views of children, parents and staff and these are considered as part of the on-going self-evaluation process.

4.3 How effective is the management of practitioners, staff and other resources?

Leaders ensure staff understand and fulfil their roles in relation to the service's aims

All staff had clearly defined roles and told us their responsibilities and how they achieved their goals. Staff were deployed effectively and ensured continuity of care to meet the

children's needs. For example, morning and afternoon staff regularly consulted on activity planning and ensured all children had opportunities to take part in all planned activities. Leaders were visible and available and had developed contingency plans to cover staff absences. Staff files were available and contained the required information and contained evidence of regular supervision.

Leaders are committed to ensuring compliance is maintained and that staff are motivated to deliver positive outcome for children.

4.4 How effective are partnerships?

Leaders develop links with partners in the community and work with parents to identify individual needs and preferences.

Leaders have implemented positive methods to keep parents well informed about developments through a regular newsletter. A weekly menu is available along with a weekly activity plan enabling parents to make informed choices about the care of their child. Parents also receive daily feedback on how their child has been. Parents told us they were happy with the service and their children were happy to attend. Leaders have established protocols for sharing information when action is required to promote children's well being, with evidence that children have benefited from the action taken. Leaders ensure children have the support required and are working closely with the neighbouring school to improve the outdoor play area.

Leaders nurture good links and positive relationships to enhance the work of the service and promote good outcomes for children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

No requirements and recommendations were made during this inspection.

6. How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on the 19 July 2018 between the hours of 9:10 a.m. -12:15 p.m. and again on the 20 September 2018 between the hours of 11:10 a.m. - 4:15 p.m.

We:

- Inspected a sample of documentation and policies;
- observed practice and completed observations to evidence the children's engagement and the care being provided by staff;
- spoke to the children, parents and the staff present;
- considered the safety and suitability of the environment and resources for the children;
- provided the responsible individual with feedback over the phone.

Further information about what we do can be found on our website:

www.careinspectorate.wales

7. About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Amie Jones
Person in charge	Amiee Owen Jasmine Cuffin Hannah Hyslop
Registered maximum number of places	19
Age range of children	2 – 12 years old
Opening hours	8:00 a.m. – 6:00 p.m. Monday to Friday
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	First inspection since registration on the 22 December 2017
Dates of this inspection visit(s)	19 July 2018 & 20 September 2018
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	The service dos not fully provide an ‘active offer’ of the Welsh language. The service intends to work towards becoming a bilingual service and promote the use of the Welsh language and culture.
Additional Information:	