



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Caban Y Faenol Cyf

**Ysgol Y Faenol
Penrhosgarnedd
Bangor
LL57 2NN**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date of Publication

2 January 2018

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Description of the service

Caban y Faenol is registered to provide care for a maximum of 56 children. The service offers care for children between 2½ and 12 years of age and provides a breakfast club from 8.00 am till 9.00am, day care between 11.20am and 3.00pm, after school care until 6.00pm and holiday care. The setting is located on the grounds of Ysgol y Faenol, Penrhosgarnedd with children having the use of two playrooms, each with adjacent toilets, and an enclosed outdoor play area. Morfudd Roberts and Eleri Anita Williams are the responsible individuals representing Caban y Faenol Cyf and Morfudd Roberts is also the person in charge of the day to day running of the setting.

Summary of our findings

1. Overall assessment

The well-being of children is ensured as they have a strong voice and they are respected and valued. Children are cared for by well qualified, capable and kind practitioners who provide ample interesting activities for them. The environment is very safe and suitable for all the age groups attending. The leaders are enthusiastic and forward looking providing sufficient support for the practitioners. A review of the service takes into account the views of children and parents and leaders make improvements. Leaders have good relationships and work in partnership with parents and the school.

2. Improvements

Parents are benefiting from the service opening earlier and one parent reported that the 15 minutes has made a great difference to her working day.

Children are enjoying a greater variety of activities because new toys have been purchased which were suggested by the children.

3. Requirements and recommendations

Two recommendations were made to include the small internal steps in the risk assessments and to provide more detail in the planning for the afternoon sessions.

1. Well-being

Summary

Children have a very strong voice and make choices confidently. Children are thriving and flourish because they feel secure and relaxed. They are successfully learning valuable social skills. Children are active and curious learners and enjoy a range of experiences at this service. They are learning many skills through play and are developing well and becoming independent.

Our findings

1.1 To what extent do children have a voice?

Children are listened to and their choices respected.

We saw children making choices and decisions, choosing from a wide range of interesting activities. Younger children were asked frequently what they would like to do and toys were changed around before children became bored. Practitioners created extra activities such as placing water in a toy bath for children to wash dolls. Older children had written post it notes and placed them on the “ideas” wall and these were seen in the activities planning. Children told us that practitioners often provide the activities they have suggested on the post it notes.

Children have a very strong voice and make choices confidently.

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

Children feel safe, happy and valued.

Children were happy and had settled well. We saw contented and confident children who were eager to share their experiences of the activities and of their home lives with other children and practitioners. They approached practitioners regularly to chat or to ask for help, for example with lunch boxes because practitioners were always available and constantly engaged with the children. Children had formed close bonds with the practitioners which were evidenced as some children greeted practitioners warmly by name when they arrived.

Children are thriving and flourish because they feel secure and relaxed.

1.3 How well do children interact?

Children interact well with each other and the practitioners.

Children were becoming sensitive to the emotions of others and were becoming self disciplined. We observed children playing together and they had learnt to take turns frequently for example when playing with the racing cars. Also children were supported to

share bikes when they played outside. Older children were very friendly with each other and the practitioners.

Children are successfully learning valuable social skills.

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

Children enjoy their time at the service.

Children had positive attitudes to new experiences and maintained an interest in independent tasks. Younger children had learnt colours in Welsh and were familiar with the concept of big and small as they spoke to us about how big their written names were. They enjoyed a well told story and were very enthusiastic to contribute when asked. Children played imaginatively with a dolls house. Children gained a sense of achievement and were eager to show what they had made and what they were playing with such as racing cars which were different to the other cars.

Children are active and curious learners and enjoy a wealth of experiences.

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

Children develop well, and learn skills to be independent.

Children had a good variety of experiences, including freely chosen and self directed play that enabled them to gain a good range of skills and be independent. Children were learning to speak Welsh and learning how to count with a specially made game using buttons. Children could put their coats on and go to the toilet independently with support if required. Children also washed their hands before eating. Older children happily cleared the tables after eating a light tea as this was part of their responsibilities.

Children are learning many skills, taking responsibility and are developing well and becoming independent.

2. Care and Development

Summary

Practitioners keep children safe and healthy in a caring atmosphere. They manage interactions consistently, being good role models and using positive strategies. Professional and capable practitioners promote children's learning through play, providing stimulating activities and meet children's individual needs. Written planning should be expanded to reflect the variety of opportunities provided.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Practitioners keep children safe and healthy.

Practitioners understood and implemented policies and procedures for the service. Discussion with a practitioner showed that they knew the process to follow should they have concerns about a child. Training certificates evidenced they had completed safeguarding training and contact numbers for the relevant agencies were on display. All practitioners had current First Aid qualifications and accident forms showed incidents were dealt with appropriately and parents were informed and signed the records. All areas were clean and practitioners showed an awareness of the principles of the Infection Control Tool kit for Early Years Settings. Healthy eating wall displays and snacks provided with milk or water to drink reflected the importance practitioners put on healthy eating. Children told us they really enjoy the food, especially the pancakes at breakfast. Records and discussion showed that emergency evacuation drills had been carried out regularly ensuring that practitioners know how to safely evacuate children in an emergency. Outdoor play was observed in the afternoon and children told us that they play outside after school when the weather is fine.

Practitioners ensure that health and safety is a priority.

2.2 How well do practitioners manage interactions?

Practitioners manage interactions successfully using positive strategies.

Practitioners used positive strategies according to the behaviour management policy in place. They promoted positive behaviour well through celebrating acceptable behaviour. They were good role models being polite and respectful to all children. Club rules were on display in the junior room and the children had contributed to making these. Praise was heard frequently when children co operated with requests such as tidying up and moving to a different activity. Stickers were also seen to be used as rewards.

Practitioners manage children's interactions well, helping the children to be co operative and learn social skills.

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

Caring and capable practitioners promote children's learning and development.

Practitioners frequently chatted happily with the children, creating a relaxed atmosphere and helping children to engage with activities. The Welsh language was promoted and used frequently by practitioners and younger children understood most of what was said. When they didn't understand practitioners spoke English. Older children and some younger children were able to respond in Welsh and were becoming fluent in Welsh. Younger children were learning to count and recognise numbers as practitioners had planned and made a game to give children opportunities to practice their numeracy skills. Language, physical and handling various materials were also giving children opportunities to gain all round valuable skills. However the weekly planning of activities for the afternoon session was brief and didn't reflect the breadth of activities provided. A recommendation has been made in relation to this. Children in the after school club told us they have sufficient activities to keep them interested and occupied. Children's individual needs were met, for example a list of children and their allergies were displayed in the food preparation area and practitioners avoided the relevant foods.

Practitioners promote children's learning through providing a rich play environment with interesting activities and they meet children's needs. The written planning should reflect the variety of activities offered.

3. Environment

Summary

Leaders provide a secure and safe environment and written risk assessments ensure all practitioners are aware of how to keep children safe. One addition is recommended to the written risk assessments. Leaders make sure children are supervised well by knowledgeable practitioners. Leaders ensure the environment is suitable and the quality and variety of the resources are very good.

Our findings

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

Leaders ensure the environment is safe and secure.

Leaders ensured there was no unauthorised access as there were locked entrances with bells for all parents and visitors, who were required to sign the visitors' book. The service operated a CCTV system, mostly to deter unauthorised access at night and during weekends when the service is closed. All areas inside and outside were safe. There were risk assessments evidencing that practitioners knew what the risks were and how to manage them, including separate fire risk assessments. Records evidenced that electrical equipment had been PAT tested and the leaders had hired cleaners with specialised equipment. Documentation showed that fire drills had been conducted regularly. Areas were clean and uncluttered. A practitioner was observed who had been employed for extra hours in order to clean the kitchen weekly. All practitioners had completed Food Safety training and the service had been awarded a 5 star rating by the Food Standards Agency for safe food preparation. The outdoor area used was enclosed and secure. An additional area which contained a mud kitchen was not seen in use and practitioners told us that wellingtons are to be purchased for children to access this area more frequently in future. Although it is recognised that they do not pose a problem currently, the person in charge agreed to add the shallow internal steps to the written risk assessments.

Leaders ensure the environment is safe and practitioners are aware of hazards and how to manage them.

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

Leaders ensure the environment is suitable for the ages of the children attending.

Leaders have ensured that there is ample play space. Areas of play and learning were set out at child height for children to access easily. Sturdy child sized chairs and tables were used as well as furniture for early years provision. There were child sized toilets and wash basins to enable young children to use them independently. Toy and games boxes were labelled clearly and stored so that children could access them and help themselves easily.

There were suitable and safe outdoor areas for children to play. Practitioners monitored the heaters to adjust the temperature of the rooms when required.

Leaders ensure the environment is child friendly and suitable.

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

Leaders ensure the resources and equipment are varied, age appropriate, clean and of good quality.

The infants room was furnished with colour coded tables and chairs of a suitable height. The home corner contained sturdy wooden furniture. The flooring was suitable for messy play and children were seen playing in water, painting and playing with play dough. Plenty of craft items were used and seen in storage. The junior room was equipped with higher tables and chairs and items suited to older children such as remote control cars and a TV. There was an inventory of toys and games which had been updated and added to and the policy stated that any broken toys are discarded immediately and replaced. There were toys and books to reflect various diverse cultures. There were bins for the recycling of items such as food waste.

Leaders successfully ensure the quality and appropriateness of resources and equipment.

4. Leadership and Management

Summary

The leadership is experienced, knowledgeable, forward looking and strives to provide a quality service. Self evaluation is effective and improvements are made considering all involved. Practitioners are managed well and leaders ensure they have sufficient on going training, support and resources. Partnerships with parents and others are effective for the benefit of the children and their families.

Our findings

4.1 How effective is leadership?

Leaders have a clear vision of the service, which is shared with parents.

Leaders have a sense of purpose and expectations to promote improvement and good outcomes for children. For example we observed a happy, competent and well supported workforce. We saw consistent practice throughout the service and practitioners worked well as a team. A sufficient number of practitioners were employed, who were well qualified. Leaders have always complied with any recommendations made by us and ensure legal obligations are met such as public liability insurance. There is a clear, reader friendly Statement of Purpose which gives the required information. All records were organised and easy to manage.

Leadership has a clear sense of purpose which results in good outcomes for children.

4.2 How effective is self evaluation and planning for improvement?

Leaders promote a positive culture of self evaluation. There is ongoing review and development of the service.

Leaders and practitioners know their service well and promote a positive culture of continuous self evaluation and improvement. Their Annual Review contained much information about the service including areas of good practice and plans for improvement which will benefit the children. Returned questionnaires from parents reflected they were happy with the service. Leaders have begun to implement some areas identified for improvement such developing the outdoor area and employing practitioners for extra hours in order to clean.

Leaders know the service well. Strengths and areas for development are recognised and action taken to maintain high standards and constantly improve practice.

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

Leaders have systems in place for managing practitioners and resources.

Leaders had employed practitioners who were well qualified and knowledgeable in their roles. We observed practitioners had an excellent knowledge of children which enabled them to promptly meet their needs and they had a gentle and kind manner with the children. We inspected a sample of staff files and saw robust recruitment processes ensuring practitioners had the relevant experience and qualifications. All practitioners had current Disqualification and Barring Service checks in place. We also spoke to practitioners who confirmed that they had a good experience and enjoyed their employment. Leaders had completed annual appraisals and supervision notes for the practitioners and documentation was seen to evidence this. Children told us the practitioners were very kind and listened to them.

Leaders have effective and successful systems for managing recruitment, identifying training needs and working with practitioners to improve performance.

4.4 How effective are partnerships?

Leaders keep parents informed about the service and have important partnerships with them and the school.

Leaders and practitioners were approachable and communicated openly with parents when required. Parents could speak to practitioners daily and had an opportunity to feedback their opinions in writing using a questionnaire. Secure social media was working well to provide parents with up to date information and photos of the activities children have been involved with. A suggestion box was also observed to give parents the opportunity feedback and make suggestions. A parent told us they are very happy with the service and have used it for all their children. They told us they have ample information about their child's day and that they have a good relationship with practitioners and person in charge who are very friendly and professional. There are close relationships with the school as one of the registered persons is the head teacher and some school facilities are shared such as the playgrounds.

Leaders ensure that partnerships with parents, the school and others benefit the children and have positive outcomes for them and their families.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

- To add the internal steps to the written risk assessments and
- to extend the planning of afternoon activities to reflect the areas of learning within the Foundation Phase and to better reflect the variety of activities which provide for children's all round development.

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 27 November 2017 between 11.30 and 17.30.

We:

- Inspected a sample of documents and policies;
- observed practices and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children, two parents and three practitioners;
- inspected the areas used and
- reported our findings to the person in charge who is also the registered person and future registered person.

Further information about what we do can be found on our website www.cssiw.org.uk

7. About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Eleri Williams Morfudd Roberts
Person in charge	Morfudd Roberts
Registered maximum number of places	56
Age range of children	2 years 6 months to 12 years
Opening hours	8:00 till 9.00 and 11.20 – 6.00pm Monday to Friday and holiday time
Operating Language of the service	Both (English and Welsh)
Date of previous CSSIW inspection	9 March 2016
Dates of this inspection visit(s)	27 November 2017
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?	Yes This service provides an 'Active Offer' of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Additional Information:	

No noncompliance records found in Open status.