



Care and Social Services Inspectorate Wales

Children and Families (Wales) Measure 2010 Child Minding and Day Care (Inspection and Information for Local Authorities) (Wales) Regulations 2010 The Child Minding and Day Care (Wales) Regulations 2010

Inspection Report

3 @ Cradoc

Brecon

**Type of Inspection – Baseline
Date of inspection – Tuesday, 11 February 2015
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Summary

About the service

3 @Cradoc is registered with Care and Social Services Inspectorate Wales (CSSIW) to provide sessional pre-school care for up to 16 children aged three until they attend school. It operates five mornings each week in a designated area in Cradoc CP Primary School and attracts funding as an approved setting to provide early years education places for three year olds. The Responsible Individual is Bethan Roberts and the person in charge on a day to day basis is Ruth Davies.

What type of inspection was carried out?

This was a scheduled unannounced baseline inspection. The methodology used the following:

- information from the last inspection report
- discussion with the staff and children present
- observations made of interactions between the children and the staff
- scrutiny of policies, procedures and documents in relation to the service
- a walk-through visual inspection of the premises.

What does the service do well?

Children's experiences are enhanced because staff and parents enjoy good relationships and there are good arrangements in place to help children transition to their school life.

What has improved since the last inspection?

The provider has:

- bought a new i-pad for children's use to encourage their curiosity and understanding about their world
- increased the number of opportunities to share information and ideas with parents and governors of the school, including a specific fund raising group, which have contributed to enhancing children's overall experiences in the setting.

What needs to be done to improve the service?

There were no issues of non-compliance to report. We recommended:

- amend the statement of purpose (SoP) to reflect fully the information required in NMS 1, which includes arrangements made in the event of an emergency; the correct CSSIW contact details and a statement saying that CSSIW will be informed of any changes made to the SoP within 28 days
- update the complaints procedure to include action to take during a concurrent investigation; CSSIW's contact details and role when they may receive a complaint about a registered service; arrangements for any involvement the local authority may have
- amend the behaviour policy and procedure to include a statement saying that CSSIW will be informed of any changes made to it within 28 days
- set up a system to ensure regular and recorded 1:1 supervision takes place between staff, manager and responsible individual.

Quality of life

Overall we (CSSIW) found that the children at the playgroup receive a positive and rewarding experience where their needs were at the centre of the service. The playgroup promotes learning through play and allows lots of opportunities for children to make choices and decisions. There were seven children present at the inspection with two members of staff.

Children have opportunities for freely chosen, unstructured and self-directed play because a range of themed and free-play activities are provided. We saw the play space arranged into learning zones reflecting the principles of the Foundation Phase, which were used throughout the session for activities that were either adult led or child led. We saw children choosing from a range of activities openly available and accessible to them such as construction toys and role play and we observed children playing together co-operatively and separately, following their own imagination. We observed two children playing a lengthy game as a doctor and patient in the cushioned book area; one child quietly engaged in the sand tray; a group of four children chatting and sharing sparkly playdoh having been tasked to make some noodles, and two children using scissors cutting out shapes.

Children experience enhanced well-being with staff who understand children's needs and stages of development, give lots of praise and encourage children to develop their self-help skills. We observed children at snack time when a child helped with preparation and helped to identify specific fruits. She was given praise such as "Diolch, two will be lovely" as she picked out fruit from a box. Children used the toilet and hand wash facilities with minimum adult support before they sat for their snack. We were told by staff that snack service was routinely planned to enable children to be independent, but adapted daily according to numbers and individual needs of children present. As numbers were fairly low at this session, there was a buffet-style approach, when each child collected a plate and their fruit from a side table and took it back to their own table to eat. They chose from plates of pieces of banana, apple, orange, blueberries, raisins, pineapple, and cheese. Staff sat with children and there was pleasantly quiet and sociable conversation going on while children ate. Children chose their drink of milk or water and once finished, they put any left-over fruit in the compost bin and washed and dried their own plate and cup at another table where staff had left a bowl and cloths ready. We noted that children were left to complete their snack and tasks at their own pace and praised for achievements and examples of sharing and being kind to their friends, such as "Good boy for asking so nicely" when a child asked for second helpings of fruit.

Children are able to access opportunities to learn, follow interests and develop skills indoors and outside because staff plan activities in advance that confirm and extend children's abilities. Discussion with staff showed that planning and preparation using some seasonal themed work and activities in line with the Foundation Phase takes place with support from the Early Years Advisor and the school management system. We observed children encouraged to put on their outdoor clothes and boots ready to go exploring in the wooded area within the school site. They were reminded of the variety of sticks they had found the day before and were tasked with finding 'long' sticks on this trip. The person in charge told us that outdoor play occurs every session either in the adjacent play space or out in the field and woods.

Quality of staffing

We found that parents can feel confident in the care their children receive because carers are competent and confident in their practice.

Children receive care which is based upon current knowledge of child care practice with staff who strive to improve their understanding of children's development. Discussion with staff informed us that both members of staff hold the relevant level three qualification and both have updated regulatory training (food hygiene, child protection and first aid) and in addition have undertaken training in learning in the outdoors environment, ICT, Welsh language development and early reading and writing skills. Discussion with the person in charge showed that a supportive management system is in place. It comprises the responsible individual, head teacher, early years teacher via the local authority, a school governor and the person in charge and assistant. They discuss and take forward the setting improvement plan and facilitate training as needed. The person in charge and assistant devise seasonal themed activities to implement the overall plans. Recent themes have included 'me and my family', 'growing', and 'around the world'. We saw examples of children's activities within the recent winter theme. Children's individual achievements are observed and recorded, and shared with their parents and the school for transition purposes. We saw books called 'my busy activities book' that each child has throughout their stay in the setting and are given to parents as the child leaves. The latest Estyn report of February 12 noted 'good' and 'excellent' outcomes for children, noting good community and parental links. We discussed a safeguarding scenario with the person in charge and found that she would take appropriate action should a situation occur in her service.

Quality of leadership and management

We found that overall parents' expectations about the service can be mostly matched by the paperwork provided.

Parents can be confident their children are safe because the provision is run with some due care and attention to minimum standards and regulations. We looked at a range of policies and procedures and found that the statement of purpose should be updated to reflect fully the information required in NMS 1. This includes arrangements made in the event of an emergency; the correct CSSIW contact details and a statement saying that CSSIW will be informed of any changes made to the SoP within 28 days. We noted that parents are given a lot of helpful information in addition to that required by regulations and standards.

We advised the person in charge that the complaints procedure should include action to take during a concurrent investigation; CSSIW's contact details and role when they may receive a complaint about a registered service and arrangements for any involvement the local authority may have. The behaviour policy and procedure should be amended to include a statement saying that CSSIW will be informed of any changes made to it within 28 days. Discussion with the person in charge informed us that the quality of care review of the service for this year is currently in process. We recommended that the provider might take this opportunity to ensure all the policies and procedures and any regulatory paperwork such as risk assessments and views of parents and children who use the service are updated and in place. A summary report should be available for inspection. The person in charge told us that management responsibility for the assistant is delegated to her and she is managed by the responsible individual. Discussion with her showed that while annual appraisals take place there is not an efficient system to ensure that regular and recorded 1:1 supervision takes place between staff, manager and responsible individual.

We saw that checks by the Disclosure and Barring Service (DBS) for the person in charge and staff were current, having been undertaken in June 14.

Quality of environment

We found that children are cared for in an environment which is fit for purpose and suited to their needs within a sessional care setting.

Parents can be confident that the premises are safe and well maintained for their child as the adults are aware of health and safety matters in the premises. We carried out a walk-through visual inspection of the premises and found that it remains suitable for the purpose of sessional day care within the school environment. Security and maintenance checks of the premises are kept in line with the school's own policies and procedures and we were asked to sign the visitors' book at the main entrance.

Children find it easy to do things for themselves or with the minimum of support because of thoughtful design and layout. The play space is separate from but closely attached to a classroom space within the main school and children experience lots of opportunities to observe older children and adults modelling positive behaviour. Transition to school is made easier for children because they are familiarised with school routines and staff on a daily basis. We observed a conversation between staff and children noting the piano music and singing they could hear taking place in the school hall. A child asked "What's a hall?" We were told that children are invited to visit their class prior to starting their term at school, and a teacher is invited to join the children for a story in their own setting, which helps children adjust to changes in their lives. We saw a digital photo frame on a side table showing pictures of activities children had taken part in. We were told by the person in charge that this not only recorded their activities, but stimulated a lot of conversation among the children, when they talked about memories and reviewed their experiences.

A separate entrance is available for parents' use and access to the outdoor play space for children. Children's outdoor clothes are within easy reach and we saw they were encouraged to dress themselves for their outdoor play, while with an adult on hand to assist as needed. During free play in the indoor play space we observed children accessing toys and activities as they chose and noted that staff did not intervene unless they were asked or it was necessary. Toilet facilities are adjacent to the play space, easily accessible and well maintained for children's independent use. Children benefit from a stimulating indoor and outdoor environment which supports the Foundation Phase learning outcomes that are planned by staff. In addition to the routine activities in the wooded area and adjacent outdoor play space, we were told that there is a pond and bog area where children enjoy exploring activities along with a group of grandparents who join them and assist with monitoring children's safety in the area.

How we inspect and report on services We conduct two types of inspection; baseline and focussed. Both consider the experience of people using services.

- **Baseline inspections** assess whether the registration of a service is justified and whether the conditions of registration are appropriate. For most services, we carry out these inspections every three years. Exceptions are registered child minders, out of school care, sessional care, crèches and open access provision, which are every four years.

At these inspections we check whether the service has a clear, effective Statement of Purpose and whether the service delivers on the commitments set out in its Statement of Purpose. In assessing whether registration is justified inspectors check that the service can demonstrate a history of compliance with regulations.

- **Focussed inspections** consider the experience of people using services and we will look at compliance with regulations when poor outcomes for people using services are identified. We carry out these inspections in between baseline inspections. Focussed inspections will always consider the quality of life of people using services and may look at other areas.

Baseline and focussed inspections may be scheduled or carried out in response to concerns.

Inspectors use a variety of methods to gather information during inspections. These may include;

- Talking with people who use services and their representatives
- Talking to staff and the manager
- Looking at documentation
- Observation of staff interactions with people and of the environment
- Comments made within questionnaires returned from people who use services, staff and health and social care professionals

We inspect and report our findings under 'Quality Themes'. Those relevant to each type of service are referred to within our inspection reports.

Further information about what we do can be found in our leaflet 'Improving Care and Social Services in Wales'. You can download this from our website, [Improving Care and Social Services in Wales](#) or ask us to send you a copy by telephoning your local CSSIW regional office.