



Inspection Report

Ysgol Trefonnen Early Years

**Ysgol Trefonnen
Trefonen
Llandrindod Wells
LD1 5EP**



Date Inspection Completed

23/10/2023

About Ysgol Trefonnen Early Years

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Powys County Council Child Care and Play Services
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	18 July 2017
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.

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<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are confident, happy and enjoy their time at the setting. They have a lovely sense of belonging and develop positive relationships and friendships. Children are given good choices and make effective decisions about what they want to do. Children's interactions are warm, and they express enthusiasm and enjoyment in their activities. They feel settled and safe, forming strong bonds of affection with care staff.

Care staff understand and implement policies and procedures to keep children safe. They are well qualified and are kind towards children, providing positive interactions to ensure they feel valued and happy. Care staff fully meet the needs of the children.

The children receive care in a safe, clean and secure environment. Care staff have identified and as far as possible eliminated unnecessary risks to children. There is sufficient space and facilities for children to play and learn. The environment promotes children's independence and is well maintained and decorated.

People who run the setting manage a well-organised service. They organise care staff and follow most of their policies and procedures well in order to meet the needs of children. Welsh language is promoted through incidental words, greetings and phrases. Partnerships are good and care staff are well supported.

Well-being

Good

Children are happy, express enthusiasm and enjoy their time at the setting. Children arrived confidently and eager to start their day. Children are highly motivated to make decisions and choose how they spend their time. They move around the available activities and play areas freely and they follow their own interests. Children feel valued, they are eager and confident to share their ideas, answer questions and talk to care staff. They know that their feelings are taken into account as they enjoy chatting with care staff about their home lives and involving them in their play.

Children have a sense of security; they are familiar with the routine, for example, they know that a certain song indicates it is time to tidy up. Children have strong bonds of affection with care staff and enjoy sitting close to them as well as on their lap during activity time. They feel comfortable asking care staff for reassurance or comfort when needed. Children have started to make friends; they chat together during snack time and during play; sharing lots of smiles and laughter as they do so.

Children listen well and are happy to help with tasks and follow instructions. For example, they enjoy playing in the sand pit, loading and tipping the dump trucks before identifying that the egg timer had ran out and it was time to tidy up. Children are learning how to manage their behaviour, are confident to co-operate and take turns and share. For example, we saw children taking turns when playing in the role play corner with the dolls. They showed empathy in the way they took care of the dolls and took turns to change the nappy before placing them in bed, neatly tucked up under the blankets.

Children enjoy their play and have fun taking part in activities. Children concentrate on tasks and show interest in what they are doing. For instance, some children concentrated well when playing imaginatively in the mud kitchen; pretending to make pumpkin soup. They, mixed the small pumpkins in water, adding sand and mashing. Others chose to manage the farm shop; serving customers, counting vegetables, and developing early mark making skills through writing a shopping list.

Most children learn to do things for themselves as staff support them. They are encouraged to decide for themselves what activities to take part in and how to complete a task. For example, they decide for themselves where they would like to play and they choose from the resources available, as they are all stored within their reach. Children are able to access and return their belongings independently to their own labelled peg. However, there is not always consistency in the levels of independence between the different aged sessions especially during snack time. For example, not all children helped to prepare the snack, nor did they serve their own snack or pour their own drink.

Care and Development

Good

Care staff understand their roles and follow the correct procedures to ensure children are safe and healthy. They have completed safeguarding training and those we spoke with could tell us the correct procedures to follow if they had a concern about a child. A sufficient number of care staff have also completed paediatric first aid training. They record any accidents or incidents appropriately and share these with parents. People who run the setting also perform regular fire drills to ensure children and care staff know how to exit the premises quickly and safely in an emergency.

Care staff promote healthy eating and hydration. They prepare healthy snacks for the children, and they ensure children have access to water throughout the day. They encourage children to wash their hands as and when they need to and follow appropriate hygiene procedures when handling food. However, when completing a nappy change care staff did not replace all of the personal protective equipment (PPE) in between different children. Care staff ensure regular opportunities for children to spend time outdoors. The doors to the outdoor environment were open throughout the inspection visit with children having a free choice where to play.

Care staff have positive relationships with children; they speak with them in a kind and calm manner and provide comfort and reassurance when children need it. Care staff understand the behaviour policy and implement behaviour management strategies when needed. They deal with any arguments or inappropriate behaviour positively. For example, we saw care staff consistently praise children when they behaved well and they re-directed children to another activity if there were any minor disagreements. Care staff modelled good manners throughout the session and gave lots of praise when children did so too.

Experienced and qualified staff care for children effectively and meet their individual needs well. Care staff know the children well and are familiar with their likes and dislikes. They gather comprehensive information about children's individual care, personal and medical needs before they begin attending which helps them to plan effectively. The person in charge ensures detailed activity plans are in place, which include a good variety of tasks to develop children's skills. A closed social media page has been created to share photographs of the children taking part in activities, as well as other important information. Care staff promote children's Welsh language development through a variety of songs with gestures, story time and incidental words, greetings and phrases. Care staff work together well to meet the needs of children effectively.

Environment

Good

People who run the setting prioritise children's safety and ensure staff follow procedures to keep children safe. They have comprehensive written risk assessments in place, which outline any potential hazards to children's safety and how these are managed. All areas used by the children are open and welcoming. Effective and consistent cleaning routines are in place which reflect good infection control practices. Care staff regularly clean touch points throughout the day and the hired cleaner cleans the environment thoroughly every evening. Thorough handwashing occurs regularly including before handling and serving food. The children are cared for in an environment that is inviting, meets their needs and provides rich play opportunities.

Staff celebrate children's work by displaying their crafts and paintings around the setting, which provides the children with a sense of belonging. People who run the setting have arranged the playroom into learning areas providing children with a range of interesting activities. Toys and resources are stored at low level so children can access them independently. Furniture such as low-level tables and chairs suit the children's ages. The outdoor play areas offer opportunities for children to develop their imagination, including a mud kitchen, slide, playhouse and ride on toys.

The setting is suitable for children's play and learning experiences, and care staff make good use of these areas, offering a variety of experiences. The environment is light, bright and airy. The windows and rear door are open to ensure sufficient ventilation. Care staff respect the privacy and dignity of children, and toileting facilities are available outside the designated play environment. Play and learning areas have sufficient resources to ensure care staff can offer stimulating and exciting activities for the children. For example, children have access to a small world area, blocks, doll's house, reading area, iPad, cameras, wooden vehicles, musical instruments, wooden blocks, puzzles, garage and vehicles to name a few. Further resources such as reading area, role play shop, diggers in a sand pit are placed within sheds, sparking children's curiosity to seek out what they can find. There is plenty of space for children to explore.

Leadership and Management

Good

People who run the setting ensure care staff are aware of their responsibilities. They share their vision for the setting with care staff effectively and ensure they follow the setting's policies and procedures. Policies are reviewed regularly in order to ensure they are kept up to date. The setting's statement of purpose contains all the required information; meaning parents can make an informed decision about whether the setting can meet theirs and their child's needs.

People who run the setting follow thorough recruitment processes to safeguard children. They ensure care staff receive regular training and support in order to carry out their roles effectively. All staff members had a current Disclosure and Barring Service (DBS); showing safe recruitment checks are in place. We saw written records showing that annual appraisals and regular care staff supervision sessions have taken place. Care staff are suitably qualified and have attended additional training such as paediatric first aid, food hygiene and safeguarding. Care staff suitability checks are in place which include staff medical declaration of health, references and previous work history. Staff present during the inspection worked well as a team, all were aware of their roles and responsibilities and led the children appropriately.

A completed quality of care review is in place, which considers the views of service users and identifies ways for future development. Partnerships with parents are good. Care staff explain that they have regular discussion with parents at drop off and collection times. They also use an interactive app to share photographs, information and important messages with parents. Children's files contain information to ensure the most appropriate care to suit their individual needs, including parents' contracts and permissions. We saw evidence of information gathered from parents detailing children's specific needs, likes and dislikes. People who run the setting share information with parents effectively.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	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.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	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
N/A	No non-compliance of this type was identified at this inspection	N/A

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. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection	N/A
29	Not undertaking staff supervisions and appraisals	Achieved

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)
Standard 10 - Healthcare	Replace personal protective equipment (PPE) for each nappy change to ensure good hygiene practice and to prevent the spread of infection.
Standard 8 - Nurture and well-being	Ensure consistency across age groups in opportunities to develop independence

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.

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