



Inspection Report

Idwal Family Centre

**27 Idwal
Idwal
Wrexham
LL14 3EY**



Date Inspection Completed

28/09/2022

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About Idwal Family Centre

| | |
|--|---|
| Type of care provided | Children's Day Care Sessional Day Care |
| Registered Provider | Wrexham County Borough Council Child Care and Play Services |
| Registered places | 14 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | Click or tap here to enter text.24 January 2018 |
| Is this a Flying Start service? | Manual Insert] Yes |
| Does this service provide the Welsh Language active offer? | No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service. |

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

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

Summary

Children express themselves appropriately and communicate their needs in a variety of ways. Most children are content and express enjoyment. They have positive relationships with the staff and are learning to interact with the people around them. The children are developing their independence by being supported to do things for themselves.

Staff follow suitable policies and procedures which keep children healthy and safe. Staff are experienced, they manage children's behaviour well and plan a good variety of activities to promote learning. Children with additional learning needs are well supported. They are cared for by staff who know them well and have regular involvement from specialist services.

Leaders provide a safe, clean and appropriately decorated environment for the children. The layout promotes children's independence and outdoor play is given a high priority. Leaders provide children with good quality furniture, toys and resources that are suitable for their needs and interests.

Leaders are adjusting to their new roles and keen to make improvements. They are reflective and take on board advice. They have developed strong partnerships with parents, the local authority and health professionals. They track children's development and progress well. However, leadership needs improvement to ensure all regulations and National Minimum Standards are followed.

Well-being

Good

Children express themselves appropriately and communicate their needs in a variety of ways. For example, children take staff by the hand when they want to show them something or want their help and this is acted upon. Children clap their hands to tell staff they have accomplished something they are proud of, which is positively acknowledged. Children are encouraged to make choices and decisions. For example, they decide which toys they want to play with, which area of the room they want to play in and whether they want to eat. They indicate if they want more food and have a choice over what they would like to drink.

Most children are starting to show some awareness of the setting's routine which gives them a sense of security. When they arrive, they know they can choose to have breakfast before going off to play. Most children are content and express enjoyment in subtle ways such as showing they feel relaxed or showing engagement in the activities they choose to do. They have bonds of affection with their individual key workers. For example, children cuddle staff and invite them into their play to sing songs and ask to be rocked on the seesaw. However, the key worker system has been disrupted due to unforeseen staff absences.

Children express their feelings appropriately and some are starting to be aware of other children's feelings. For example, a child noticed her friend was sad when staff were comforting them. Some children smile and initiate conversation and others show affection by bringing their toys and sitting next to staff or other children. With varying levels of support, some children are beginning to understand and follow the rules of behaviour such as sitting down to eat breakfast, putting books away at tidy up time and happily allowing staff to put waterproof suits of them before playing outside.

Children explore the environment freely and safely. They have access to plenty of uninterrupted play as well as frequent opportunities to play alongside or directly with staff. This results in the children being happy, as it allows them to follow their own interests and learn at their own pace. Outdoors, children enjoy being given time to watch the leaves blow in the wind, they like to play in the sand and enjoy rolling the ball down the slide.

Children have a good variety of experiences which enable them to develop their skills and follow their interests. They are developing their independence and with support, are becoming aware of when it is time to put their toys down so they can join with other activities such as song time. Children are learning to feed themselves with a spoon, drink from open cups, and wash their hands with support.

Staff follow suitable policies and procedures which promote children's health and safety. For example, well-balanced food and drinks are offered and children are provided with daily outdoor play opportunities. Good hygiene practices are carried out such as cleaning tables and floors after use, handwashing and ensuring children's noses are wiped in a timely manner, which minimises the spreading of germs. Accident/incident forms are completed and shared with parents. However, staff do not always ask parents to sign the document in the right place which means the parent signature box is sometimes left empty. Children's attendance registers are completed accurately. Staff have a good understanding of safeguarding, including how to respond to child protection concerns. Both staff members spoken to could speak confidently about the setting's safeguarding procedures including making a referral if they felt they needed to, which they have done in the past.

Staff are experienced and manage children's behaviour well. Situations are skilfully de-escalated by them understanding children's behavioural needs, being patient and remaining calm. Where possible, staff respond to children's needs quickly, which helps stop them from becoming overwhelmed. Other strategies are used such as speaking clearly when giving instructions, as well as giving visual clues such as five fingers held up to show there are five minutes left. This helps children understand what is coming next and prepares them for change. Makaton is also used well to support communication and develop understanding.

Staff are highly skilled, hardworking and nurturing. They know children well which enables them to interpret their wants and needs effectively. For example, when the sun was shining in a child's eyes, the staff member immediately noticed and closed the blinds so the child could eat comfortably. Staff mostly respond to children's needs quickly, as they know children can become easily frustrated, but this is not always possible due to the needs of the group and due to having to juggle this with domestic duties. Staff plan a good variety of play and learning experiences for the children and have an awareness of 'planning in the moment' and what this might look like at their setting. Staff work sensitively with parents when their child first starts, which ensures they feel safe and confident. There are good arrangements in place to support children with additional learning needs and the person in charge has a thorough understanding of the Additional Learning Needs Act. Staff make good use of support services and conduct regular reviews on children's care and development plans to ensure children make progress.

Environment

Good

Leaders ensure the setting has appropriate measures in place to keep children safe. Visitors are asked to sign the visitor book upon arrival. Regular fire drill practices are carried out and recorded appropriately which ensures children and staff know how to evacuate the premises in the event of an emergency. Most risks to children are identified and as far as possible eliminated. Some risk assessments are completed and reviewed but these are not always in depth. Other risks are managed appropriately, but measures in place are not always written down. The outdoor area gate was not locked securely during the inspection, however this was immediately rectified with a padlock being installed whilst we were there.

Staff care for the children in a clean, appropriately decorated environment. The layout and design promote children's independence as they can help themselves to many resources. The playroom offers plenty of space and meaningful resources are provided to encourage children to explore the world around them by using the role play kitchen, sensory toys, books and mark making tools. Leaders ensure the outdoor play space is used daily, which supports children's growth, development and well-being. There are sheltered areas which enable this space to be used in all weathers. Toys and equipment such as the slide and the seesaw help develop children's physical skills. Staff encourage sand exploration which helps children learn about textures and develops fine motor skills and hand-eye coordination. However, sometimes resources outside are not stocked up and ready for children to use.

Leaders provide good quality furniture, toys and resources that are appropriate and suitable for children's needs. There are a few toys and resources that promote cultural awareness such as jigsaws, books, instruments and dolls. Staff encourage children to celebrate cultural events such as St David's Day which helps children begin to understand the diverse society we live in. Staff promote curiosity through baskets which are filled with household items, natural, tactile and sensory resources.

Leadership and Management

Adequate

Leaders are hardworking, new to their roles and are developing an understanding of what is required of them. The person in charge has recently been appointed and the interim manager has recently taken responsibility for the setting. The interim manager's application has started with CIW, with the hope to soon be approved as the responsible individual. Leaders have regular contact with each other, but some aspects of leadership are not managed well enough which results in some regulations and National Minimum Standards (NMS) not being followed.

The statement of purpose is up-to-date and provides an accurate description of the setting with only minor amendments needed to meet the regulations and NMS. The setting's relationships with stakeholders are positive and contribute significantly to a sense of community. Policies and procedures are known and understood by all staff. However, leaders do not notify CIW of significant events such as staff changes, closure days and days where they amalgamate with their other setting. While no immediate action is required, this is an area for improvement and we expect the provider to take action.

Leaders have not formally reviewed the annual quality of care offered. However, they do seek advice from other professionals and make positive improvements. For example, lesson observation notes show they listen to advice from the local authority advisory teacher, which results in improvements in the care offered. They act quickly when issues are raised during inspection and immediately make improvements. Staff told us they learn from each other as each staff member brings a different set of skills to the team.

Some record keeping is a real strength, as there are extensive records maintained regarding children's individual needs, referrals from other professionals and detailed communication notes. However, other records are not managed well enough. For example, we requested documentation in relation to recruitment processes. Although leaders tried hard to access the documents, some were located with Wrexham County Borough Council Child Care and Play Services and were not provided. While no immediate action is required, this is an area for improvement and we expect the provider to take action. Leaders implement an appropriate induction procedure for staff. Supervision and appraisals are usually carried out and the performance management process encourages staff to attend training. However, leaders do not always plan ahead and renew mandatory paediatric first aid qualifications. While no immediate action is required, this is an area for improvement and we expect the provider to take action. Leaders usually ensure staff are deployed effectively. Staffing ratios are met and these generally meet most children's needs. However, when only two staff are working, it is difficult for staff to effectively meet the needs of all children. Children's registration documents are generally managed appropriately but children's dietary requirements are not always recorded on the child's individual registration record. This is an area for improvement and we expect the provider to take action.

Leaders have developed strong partnerships. They work closely with parents and offer help and advice to the families of the children that attend. Leaders share information effectively with parents verbally and with daily feedback sheets. Parents we spoke to were mostly happy with the setting and the care their child receives. Parents' comments written in thank you cards were positive. Leaders track and monitor children's development well and the setting's partnerships, with specialist services, are a strength.

Recommendations to meet with the National Minimum Standards

R1 Ensure there are enough staff working to effectively meet the needs of the children

R2 Ensure the measures in place to manage risks are written down and regularly reviewed

R3 Amend the statement of purpose and send a copy to CIW

R4 Complete the annual Quality of Care Review

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 |
|------------|---------|--------|
|------------|---------|--------|

| | | |
|----|---|----------|
| 31 | The RI/PIC had not notified CIW of significant events such as bringing staff and children over from another setting due to the other setting having rats. | New |
| 30 | A child had an allergy/dietary requirement which meant the child was not to be given milk. This was known by the PIC who prepares the food/drink but it was not logged on the child's health records. | New |
| 28 | The RI was unable to produce documents to evidence staff suitability checks had been carried out. | New |
| 24 | The PIC's paediatric first aid qualification expired. At least one person caring for the children must have this qualification and no other staff have this. Therefore this is non-compliant. | New |
| | no evidence of references or full employment history in practitioner's files | Achieved |

| 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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