



## Inspection Report

**Flintshire Crèche Service – Aston**

**Aston Family Centre  
Larch Avenue  
Higher Shotton  
CH5 1NF**



**Date Inspection Completed**

13/03/2023

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## About Flintshire Crèche Service – Aston

Type of care provided	Children's Day Care Creche
Registered Provider	Flintshire Crèche and Childcare Service
Registered places	34
Language of the service	English
Previous Care Inspectorate Wales inspection	<a href="#">Click or tap here to enter text.</a> 6 April 2017
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Good</b>

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

## **Summary**

Children are settled and happy. They enjoy attending and the activities available. Children interact well and can make choices and decisions about how they spend their time and the activities they take part in.

Staff keep children safe and implement positive routines and procedures to promote a healthy lifestyle. They have a lovely manner with the children and interact with them in a positive way that supports their learning and development. Appropriate activities and resources are made available to help children to be able to follow their interests.

The environment is warm and welcoming. It provides a suitable space that is safe and secure for children to play and learn. Resources are of a good quality and facilities are easily accessible.

People who run the setting manage it well. They ensure the effective policies and procedures are implemented and followed by staff. Self-evaluation is embedded in practice to ensure improvements are made. Recruitment is robust and staff have regular opportunities to speak with managers. Good relationships are developed with parents and outside agencies and these benefit the children.

## Well-being

## Good

Children are listened and responded to appropriately and with interest by staff. This helps them to be confident and use verbal and nonverbal forms of communication effectively to share their needs and thoughts. Children freely choose where and how they spend their time. For example, they freely move between the indoor and outdoor environment, choosing what they want to play with.

Children only attend for a short period of time for a set number of weeks, but they settle and separate from their parents well. Children enter the setting with confidence and are happy to join in and find an activity they want to do. For example, a child arrived and went straight to the painting activity. Children form friendships and they excitedly find who they want to play with and say, "*They are my friend*". Children become familiar with the environment quickly and develop a good relationship with the consistent staff group. This helps them develop a sense of belonging and reassurance they will be well cared for.

Children learn to share the resources, environment, and their experiences effectively for their ages and stages of development. For example, two children happily played with the dolls and pram. Chatting to each other as they pushed the pram around, avoiding obstacles and other children playing. Children showed respect as they used the resources appropriately and helped to tidy up when asked to do so.

Children engage in their chosen activities, clearly enjoying what they are doing. They focus for appropriate lengths of time for their ages and stages of development, showing they are motivated. For example, when painting or drawing a picture. Children are given the space, time, support and resources to allow them to follow their interests and explore through their play. For example, a child was able to put their hands in the paint and feel the texture as they rubbed it through their fingers. They then did handprints on their picture.

Children happily move around the setting, accessing the resources and areas of learning. They independently get their coats to put on when wanting to go outside and return them when they come back inside. Children independently eat their snack and have their drinks.

## Care and Development

Good

Staff have good knowledge and understanding on how to keep children safe. They have up to date safeguarding training and know the correct procedure to follow if they have concerns about a child. Registers are completed to record children's and staff attendance and information is kept on visitors to the setting. The procedure to follow in the event of a fire is displayed prominently within the setting and this is discussed regularly. Some fire drills are completed so staff and children are familiar with the procedure. However, staff need to ensure they conduct fire drills at an appropriate time when there is a new intake of children.

Staff are effective in promoting a healthy lifestyle. They ensure hygiene routines are completed to help prevent the spread of germs. For example, tables are sanitised and hands washed regularly. Staff deal with intimate care appropriately, including nose wiping and nappy changing. There are regular opportunities for children to access the outdoors. This ensures children are given opportunities to be active and get fresh air.

Staff have a good relationship with the children. They have a caring and supportive manner that helps children to be confident and settle well. Staff are good role models for the children and they communicate with them respectfully. Behaviour is managed consistently and distraction and talking with the children diffuses any unwanted behaviour quickly. Staff use praise appropriately to celebrate achievements and good behaviour. This helps the children feel proud and have a sense of achievement. Staff model appropriate behaviour and interactions well. They get involved in children's play experiences at appropriate times. For example, when in the home corner, staff modelled how to share and take turns pretending to make food and drink for each other.

Staff plan and provide appropriate resources suitable for the children's play and learning. They use observations and their knowledge of the children well to organise opportunities that allow the children to follow their interests during their play and learning. Staff provide support that helps the children learn and develop. For example, staff use effective hand gestures to reinforce their communication with children and ensure they understand what is being said.

## Environment

**Good**

The environment is a safe space. External gates and doors are kept secure, with access controlled by staff to prevent unauthorised persons entering the premises. Risk assessments are conducted regularly to ensure hazards are eliminated or managed effectively. Daily checks on the environment ensure there are no new hazards and the environment is safe for children.

The environment is spacious and provides children with appropriate indoor and outdoor space. The indoor space is light, bright and well maintained. Although it is used by other services at other times, it is child friendly and provides children with the space they need to play and learn. The different spaces, including carpeted area and hard floor area, allow children to take part in a range of activities including crafts and floor play. Suitable facilities are easily accessible, such as a kitchen area and toilets. The outdoor space has recently been redeveloped, with a soft play surface and an improved range of resources. These include large blackboards which children use for chalking and water play, and a musical area. The outdoors is utilised well and children enjoy choosing to play outside.

People who run the setting ensure resources provided are of a good quality and stored appropriately to keep them well maintained. Good cleaning routines ensure resources are kept hygienic to prevent the spread of germs. For example, we observed staff using antibacterial wipes on all toys that had been used during the session. There is a good range of both natural and manmade materials, such as wooden sensory toys and paints and chinks available for the children. The areas of learning are well equipped and inviting. For example, there is a large wicker cosy area with wicker tepees and cushions and a home corner where children enjoyed taking part in role play.

## Leadership and Management

**Good**

People who run the setting manage it well and have a good understanding of the setting and the care provided. They have effective policies in place. These are implemented well to ensure all staff understand them and can follow them appropriately. The statement of purpose meets requirements and provides parents with the information they need to make an informed decision if it is the right care for them and their child.

People who run the setting are consistently reviewing the care they offer. They seek views from parents, staff and outside agencies to support them in making improvements. Children's views are gathered through observations and talking with the children who are able to communicate verbally. A quality of care report is produced annually and shows all aspects of the setting are considered and they identify areas for improvement. For example, the introduction of more detailed session reports so they can reflect on what did/didn't work well.

People who run the setting have a robust recruitment procedure they follow. This ensures all relevant checks are completed and staff are suitably trained and experienced to take on the role. All the required information for staff files was collected by people who run the setting. However, it was not always in one place and only some of the files had cover sheets in them to evidence the information had been seen and where it was stored. Regular meetings are held between the people who run the setting and staff. This allows information to be shared and training needs identified.

People who run the setting develop a good relationship with parents in a very short amount of time due to the nature of the setting and care provided. Parents were happy and confident to enter the setting at the start and end of the session. They chatted to staff about their child and information was shared effectively. People who run the setting and staff have a good relationship with outside agencies, such as the Flying Start team. This allows them to be able to access support and guidance when needed.



## **Recommendations to meet with the National Minimum Standards**

R1. To ensure fire drills are conducted at appropriate times when new children are attending.

R2. To ensure all staff files have a covering sheet to show where information is stored and confirm it has been seen by managers.

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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
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Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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