



Inspection Report

Learn About Childcare

**19 Tynewydd Road
Barry
CF62 8SZ**



Date Inspection Completed

08/07/2021

Welsh Government © Crown copyright 2021.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Learn About Childcare

Type of care provided	Children's Day Care Full Day Care
Registered Person	Karen Simick
Registered places	23
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert 6 December 2017
Is this a Flying Start service?	Manual Insert No
Does this service provide the Welsh Language active offer?	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 children who use or intend to use their service.

Summary

This is an inspection undertaken during the Covid-19 pandemic, therefore we have focused on the priority areas for this setting and not the full quality framework.

Children are confident communicators as their wants, moods and needs are considered. They have opportunities to make choices and decisions about what affects them as well as developing their independence skills.

Safeguarding is prioritised and all staff understand their responsibilities to protect children. They are well qualified and knowledgeable in child development and managing children's behaviour. Most staff understand how to identify and manage risks to children's health and safety.

People who run the setting ensure that the environment is generally safe, secure, and reasonably well maintained indoors and outdoors. They organise cleaning routines that reflect satisfactory cleaning and hygiene practices and ensure the environment is safe, secure, and reasonably well maintained indoors and outdoors.

People who run the setting ensure they comply with nearly all the relevant regulations within the Child Minding and Day Care (Wales) Regulations 2010 and meet the National Minimum Standards for Regulated Childcare 2016 (NMS). They are knowledgeable on their regulatory responsibilities.

Well-being

Children are relaxed and well settled, showing they are happy and comfortable at the setting. They have very nice interactions with staff and other children. They confidently approach staff to ask for help or seek comfort and children who rely more heavily on staff for support are calm and enjoy the presence of staff members in their space. Children are keen to share their achievements with staff and their friends, proudly showing their plasticine creations or telling staff what they were doing "*I'm making a cup of tea*". Staff said children enjoy having visitors and once we had been introduced most children talked to us animatedly demonstrating that, trusting relationships are in place as the children expect the staff to care about their safety.

Children thoroughly enjoy their play and learning, especially time spent in the outdoor area. They laughed and expressed delight while they played happily enjoying the sunshine. Children participate in activities on their own terms, getting involved when they are ready although, those who did not initially want to play soon changed their mind as they saw their friends having fun. They actively engage in tasks that develop their skills such as coordination, co-operation and communication for example, using jugs, kettles and buckets to fill the water tray with water from the water butt. When a few children got too hot they took their drinks into the shaded area and watched their friends playing.

The majority of children choose toys and resources to play with and move between areas independently; some choosing to play with toys in the main room, whilst others participated in messy play or played outside. Children have opportunities to promote and develop their independence skills, for example, children serve themselves at snack and lunchtime and help tidy up. They also know there's a need to wash their hands at appropriate times to keep themselves safe from "germs" and they wash their own face after food.

Care and Development

Staff understand their roles and responsibilities to keep children safe. They implement the setting's policies and procedures and know what to do should they have any safeguarding concerns about a child. Completed registers of children and staff attendance, evidencing ratios are met consistently; relevant records of accidents and incidents are recorded and shared with parents. Staff help to ensure they and the children know how to evacuate the premises in an emergency by conducting and recording fire drills at regular intervals. Staff complete routines to help keep the environment clean and prevent the spread of germs. Staff promote handwashing during such times as snack. Staff provide many opportunities for children to be active and get fresh air, with the outdoor areas being regularly accessible.

Staff have a caring manner and we saw lots of comfort and support provided to all children. Staff got down to children's level when communicating with them and when playing alongside them, which supported the children's understanding. We heard lots of conversation and enjoyment as they played together. Staff take opportunities to extend children's learning through play. For example, they got the children to count and identify colours during their play activities. Staff use praise to help the children understand the rules and feel a sense of pride in what they are doing. They have effective systems in place to help children understand appropriate behaviour, such as using positive praise and distraction techniques for unwanted behaviour.

Staff have a good understanding of child development and they know the children well. This enables them to plan opportunities suitable for the children's ages and stages of development. Staff follow the children's interests and use play to extend their learning however, they should ensure resources they use to communicate with children are regularly used and are accessible at all times. Staff said they feel appreciated as part of the team and are involved in planning and sharing ideas with people who run the setting.

Environment

People who run the setting have effective measures and policies in place to ensure that everyone understands their responsibilities to keep children safe from harm. They have a number of risk assessments in place, which they review and update regularly. People who run the setting ensure that the environment is mostly safe and secure indoors and outdoors. A risk was identified during the inspection relating to access to the kitchen but this was remedied immediately by closing the door from the dining room to the kitchen and reminding staff to keep it closed after use. Although the setting is welcoming, the décor is tired and some areas of the setting need refreshing. People who run the setting organise consistent general cleaning routines that help minimise any risks to children's health and safety, but we saw cleaning cloths on the floor in the garden area that had been used to clean resources and left on the floor.. The people who run the setting carry out regular safety checks and fire drills appropriately.

People who run the setting ensure the environment has good indoor play space for children to move freely. They organise the environment to ensure there is free flow between the outdoor and indoor areas as well as movement between the different playrooms. People who run the setting provide a very good outdoor play space and ensure they use it as often as possible including as an extension to the learning environment. They mostly organise the environment effectively so that it provides a range of play opportunities suitable for all the children but some resources are out of children's reach or difficult to get. There are suitable equipment for the age range of children including low-level tables and chairs as well as potties and steps for use in the bathroom.

We viewed the sleep room and baby and toddler rooms, which were not in use during our visit and they appeared to be organised and clean with appropriate furniture and resources.

Leadership and Management

People who run the setting have a statement of purpose that contains all the information parents need to make an informed decision about the care their child receives. The management of the setting is effective and staff are fully aware of their roles and responsibilities. Policies and procedures reflect the current service and care provided and dates show regular reviews take place.

There is a system in place to evaluate the setting and care provided. People who run the setting have established a team of staff who work together well. Staff we spoke with said they were happy and able to approach management when needed.

People who run the setting ensure staff are qualified and have appropriate pre-employment checks to ensure they are suitable to care for children. The person in charge and staff told us that there is a good performance management system in place with staff receiving regular recorded supervision and appraisals. Performance management records were not viewed on this occasion due to restrictions related to Covid-19. They are also encouraged to attend additional training as well as courses required by the regulations and NMS.

The setting has good relationships with the community and with local schools. For example, during the pandemic arrangements have been made with the schools, that the setting drop off and collect from, to keep children in bubbles when leaving school so staff can collect them at the same time.

Recommendations to meet with the National Minimum Standards

R1. Ensure toys and resources are accessible to all children.

R2. Ensure all areas are free from hazards to children's safety.

R3. Regularly maintain the setting to ensure it is in a suitable state of decoration and welcoming to children.

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
N/A	No non-compliance of this type was identified at this	N/A

	inspection	
--	------------	--

Date Published 10/12/2021