



Inspection Report

Manfords Little Lambs

**1 - 2 Castle Road
Chirk
Wrexham
LL14 5BS**



Date Inspection Completed

01/09/2023

About Manfords Little Lambs

Type of care provided	Children's Day Care Full Day Care
Registered Person	Vicki Mitchell Carla Little
Registered places	63
Language of the service	English
Previous Care Inspectorate Wales inspection	10 September 2019
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	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.

Welsh Government © Crown copyright 2023.

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.

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

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

Summary

Children communicate effectively and move around their environment, choosing from the resources available. They generally settle well and make positive friendships that are important to them. Children enjoy most of the activities and have some opportunities to be independent.

Staff keep children safe and most routines support children to have a healthy lifestyle. They interact well with the children and manage behaviour consistently and effectively. Staff plan some suitable opportunities for the children to help them enjoy and learn through their play.

The environment is mostly safe and secure, however some risks are not identified or managed well. People who run the setting provide a suitable amount of space for children to play indoors and outside. There are a reasonable number of resources to meet children's needs and support their development.

People who run the setting play an active role in its day to day running. They ensure paperwork is well organised and most policies reflect the correct procedure to follow. Staff are managed well. Close links with parents ensures they are kept up to date and informed.

Nearly all children have a free choice of activities and can move around choosing where and what they want to play with. Children have a voice which supports them in becoming effective communicators. For example, they happily suggest the next songs and rhymes to sing at circle time. Children have a voice which supports them in becoming effective communicators. They speak to staff using verbal and nonverbal forms of communication. For example, a baby pointed to show they would like more snack and staff responded by giving them more.

Children separate well from their parents and those who are a little upset on arrival are comforted by staff and most settle well. Children are familiar with the environment, staff, and routines. This helps them to develop a sense of belonging and feel secure in their surroundings. For example, children knew they had to line up ready to go outside. Children enjoy being at the setting, making friends with other children and having good relationships with staff, which helps them to feel relaxed. For example, children had fun playing tag outside with their friends and a member of staff.

Children learn to share and cooperate with support from staff. They enjoy interacting with others as they play, using the blocks to build towers together. Children generally use toys and resources appropriately and many help to put them away when asked to do so.

Children enjoy their play most of the time. They have access to some opportunities to follow their interests and take part in activities which they focus on for an appropriate length of time for their age and stage of development. Children enjoy being outside. They had fun digging and looking for bugs in the soil. Children were happy to share their experiences and invited us into their play to share their experiences. For example, showing us the tower, they had built with the blocks.

Children have some opportunities to be independent. Those who can, easily access the toilets and handwashing facilities. They move around their allocated rooms and spaces and the resources made available are at a suitable height so children can access what they want. Children are encouraged to feed themselves at snack and lunchtime. However, missed opportunities to pour their own drinks and serve themselves, limits developing independent skills.

Care and Development

Adequate

Staff have the required safeguarding training and understand most of the correct procedures to follow if they have concerns about a child. However, the staff we spoke with did not have the correct knowledge of all procedures to follow if they had concerns about a member of staff as the settings policy was incorrect. Staff have up to date first aid so they can deal with any minor incidents or accidents appropriately. Accident and incident records are completed effectively and signed to show they are shared with parents. Registers of children's attendance are completed, and regular fire drills conducted. This ensures children and staff are aware of the procedure to follow in an emergency and everyone can be accounted for.

Staff implement some effective routines to support children in having a healthy lifestyle. Personal care of children, including nappy changing and noses being wiped, is completed appropriately by staff to help prevent the spread of germs. However, staff do not always ensure hands are washed and tables cleaned before snack. Staff provide children with water to drink throughout the day to help ensure they are hydrated. They regularly take children outside, so they have opportunities to be active and get fresh air.

Staff engage well with the children as they join in with some of their play activities. They sit and play together, sharing books and interests. Staff are good role models as they are polite and encourage children to be well mannered. They sometimes encourage and provide suitable opportunities for children to be sociable during routines such as sitting at the table with the children when they are having lunch. Staff manage behaviour well and any minor disagreements between children wanting the same toy were dealt with quickly and calmly.

Staff understand the individual needs of each child and provide the appropriate care and support required. Activities provided are age appropriate and allow children to learn a range of skills through their play. However, they do not fully consider children's interests to ensure they remain fully focused and engaged. Staff are beginning to introduce the new curriculum for Wales, but this is at a very early stage. They know the children well and can talk about their individual progress. They use wall displays to show what skills the children have developed. However, this is not recorded formally to ensure progress is tracked and next steps identified. Sometimes staff encourage and support children to be independent. For example, allowing them the space and time to put their shoes on before going outside. There are missed opportunities during lunch time where the children just sit at the table and their drinks, food, and cutlery are already placed on the table.

Environment**Adequate**

Entrance to the setting is secure, controlled and visitors are recorded. Risk assessments are completed in all areas used by the children and people who run the setting confirmed daily checks were conducted in the environment to ensure no new hazards had arisen. However, these are not recorded. The outdoor areas are mainly safe. However, hazards are not always managed appropriately. We saw children falling when using the play equipment on the hard surface area, due to the height of the drop down to the grass. A wasp's nest, which had previously been dealt with had returned and was not managed appropriately. Drawers and cupboards within the baby room kitchen area did not always have locks preventing children from opening them. The areas used by the children were generally safe. However, due to the layout and number of staff, there were times when children were out of sight of the staff caring for them. We consider these to be serious matters and have therefore issued a priority action notice and expect the registered persons to take immediate steps to address this and make improvements.

People who run the setting ensure there is enough suitable space for the different age ranges of children to play and learn. The rooms available allow children to be grouped according to their age and stage of development. Some children's work is attractively displayed, giving children a sense of pride, and belonging. The outdoors is a welcoming space for children, and it is utilised well. Children have access to some outdoor resources that allow them to develop various skills including physical play and learning about the world around them, through the digging area and growing items in the garden. A child was very excited to see and pick the tomatoes that had grown.

The layout and design of the environment promotes children's learning in some areas of the rooms. For example, children enjoyed playing on the slide indoors and older children had a cosy area where they could watch television or play on electronic games. The children's ages are considered so the rooms are equipped with toys and resources to suit their ages and stages of development. For example, in the baby room there were floor play activities such as soft play cushions they enjoyed climbing on. Most areas are well maintained and provide a welcoming atmosphere that is child friendly. People who run the setting provide children with some natural materials and resources to help promote their curiosity and problem-solving skills. For example, there was a loose parts area in one of the rooms. However, some rooms lacked access to freely accessible resources such as sand, water, paints and play dough which would further help children to develop a range of skills.

Leadership and Management

Adequate

People who run the setting have an appropriate statement of purpose that provides parents with the information required so they can decide if it is the right care for their child. Policies and procedures reflect current practice. However, the safeguarding policy does not have the correct procedure for staff to follow if they have a concern about a member of staff. They have listened to advice given from their last inspection and made improvements to staff files and ensuring policies are dated and shared when they are reviewed and updated.

People who run the setting review the care they offer effectively. They produce a quality of care report evidencing the opinions of parents are considered when improvements are planned. Comments received from parents were positive including, management at the setting is “excellent”.

People who run the setting ensure there is an effective recruitment procedure in place and staff files contain all the required information. All checks are completed prior to staff starting work at the setting. This ensures they are suitable to care for children. The people who run the setting play an active role in its day to day running and regularly work directly with the children. This allows them to have a clear understanding of the care being provided. Staff receive regular opportunities to speak to people who run the setting. This allows information to be shared, training needs identified and concerns to be raised. People who run the setting review the resources provided. They have recently started to introduce more natural materials and items that further support children’s development. This is in the early stages and further improvements would help children develop a range of skills.

The setting has recently introduced a new App so they can keep parents up to date and fully informed about their child’s day and experiences. Discussions take place between staff and parents when they drop off and collect their child, allowing information to be shared. Parents responses to questionnaires evidenced they were happy with the setting and care being provided. They included, “my child is very comfortable and happy” and “management go above and beyond”.

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
25	The Responsible Individual must ensure all hazards are identified and managed effectively.	New

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 inspection	N/A
28	Regulation 28 of The Child Minding and Day Care (Wales) Regulations 2010 (“the 2010 Regulations”): Suitability of workers:	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 20 - Child protection	Staff are fully aware of their responsibility to report concerns without delay.
Standard 10 - Healthcare	Children are consistently encouraged to learn about personal hygiene and practise it through the daily routine, especially in relation to handwashing.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Introduce a more formal way of tracking children's progress and identifying next steps in their learning.
Introduce more free access to resources that inspire children and help them develop their curiosity, creativity and problem solving skills.
To introduce room leaders to oversee the running of each room and ensure continuity of care.

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- [Inspection report survey](#)

If you wish to provide general feedback about a service, please visit our [Feedback surveys page](#).

Date Published 05/10/2023