



Inspection Report

St. Winefride's Preschool

**St. Winefride's Catholic Primary School
Whitford Street
Holywell
Flintshire
CH8 7NJ**



Date Inspection Completed

23/01/2023

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About St. Winefride's Preschool

Type of care provided	Children's Day Care Full Day Care
Registered Provider	St. Winefride's Preschool
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert] First visit since re registration
Is this a Flying Start service?	Manual Insert] 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.

<u>Well-being</u>	Excellent
<u>Care and Development</u>	Excellent
<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 highly active and curious learners and enjoy making choices about what they want to play with. They play together well and excitedly make up impromptu games outdoors. Interactions between children and those caring for them are exceptionally good. Children are highly interested and keenly engaged in their activities. Children's opinions and interests are extremely valued and acted on. They have high levels of confidence and learn through a range of exceptionally interesting experiences.

Staff focus exceptionally well on the interests of the children, their individual needs and development. They ask questions which promote discussion, and further opportunities for problem solving. They are completely led by children's choices and decisions and nurture the children's play highly effectively. Staff interact highly positively demonstrating genuine interest, warmth, and kindness. Activities are well organised and develop a range of skills effectively.

Attractively organised areas are set out. Children can move between exciting areas to explore outdoors. Staff ensure outdoors is exceptionally well equipped with appropriate natural resources for children to enjoy. There is a good variety of resources and toys from which the children can freely use, explore and make their own choices which promotes independence.

There is robust leadership and an established team of staff who work together superbly well and support each other in providing highly effective play and care for the children. They have built positive partnerships with parents and close working relationships with the school which helps to support the setting and benefit the children and their families. Parents are welcomed and given time to speak about their children. The relationship with the school is excellent and this helps to familiarise children in preparation for when they move on to nursery class.

Well-being

Excellent

Children are highly active and curious learners and enjoy making choices particularly outdoors. Children speak and express themselves well as their wants and needs are considered. They communicate with high levels of confidence about which activities they want to play with. For example, some children collected snow in a bucket for their kitchen while others were happy and relaxed pushing each other on a swing. They made requests at lunch time for staff to help them to open packets and staff came immediately to help.

Children are familiar with the daily routine, and this gives them a sense of security. They approach staff with ease for a cuddle or reassurance or to proudly show they have found a worm under a log. Children are forming friendships and interact positively. They help one another to tidy up their toys and they show respect for equipment. Children co-operate and listen to instructions well, changing back from wellingtons into shoes when it is time to go inside.

Children are busy and enjoy choosing what they want to play with. They are highly confident trying new things and show their creative flair outdoors making a slide in the snow for their vehicles. They play together well and excitedly make up impromptu games around the garden. A child proudly showed us how they could balance and another looked at ways to problem solve, explaining the best way to transport melting ice.

Children are developing their learning highly effectively and enjoy using their senses. They have fun working together, filling their containers with water, and pouring it to melt the snow. Children laugh and joke as they play knowing that staff will join in the fun. They concentrate exceptionally well on tasks and activities and develop their own ideas and games.

Children are developing their independence well. They do things for themselves with highly positive encouragement from staff. They go to the bathroom and are keen to wash their hands after a messy activity and before eating. Children follow their own interests, for example, a few children enjoy sliding whilst others play amongst the trees. Many take great interest and show excitement when another friend joins in. They are sensitive and caring towards each other when a child has lost a shoe in the outdoor classroom, helping to find it under the bench. Their language is developing well through conversations, listening to stories, and singing songs.

Care and Development

Excellent

Staff understand their role and responsibilities to keep children safe and healthy. They have a good understanding of safeguarding procedures and implement the policies well. First aid and safeguarding training is current and staff complete accident and incident records and keep parents informed. They encourage children to wash their hands, and this helps to develop their personal hygiene practice effectively. Staff promote healthy practices well and provide children with a healthy snack. Staff conduct fire drills to make sure everyone knows what to do if they must leave the premises safely in an emergency.

Staff focus exceptionally well on the interests of the child, their individual needs and development. For instance, staff provided a child with an opportunity to play when they did not want to join their friends. They nurture the children and their play highly effectively. Although they have an idea of what the children are going to do, they simply suggest and show approval and let the children decide what to create and how to do it. This approach works highly effectively as the possibilities and learning opportunities are endless for the children. Staff interact highly positively demonstrating warmth and kindness. They ask questions which promote discussion, and further opportunities for problem solving. They supervise effectively and remind children of simple rules such as not to run in the playroom. Staff frequently praise the children for doing well which made them smile and feel good about themselves.

Staff encourage children to learn and invite them to ask and answer lots of questions to develop their thinking skills highly effectively. Staff listen well and when children need support, they help and suggest alternatives if needed. Staff join games when invited, amid much excitement and laughter. Staff frequently praise children for doing well, being kind and thoughtful which made the children smile and feel happy. Staff support children to learn and provide a good range of interesting play activities and learning experiences to encourage children to become independent. They provide support in a very relaxed and informal way and are starting to plan to use the new curriculum for Wales and track children's progress appropriately.

Environment

Good

The people running the setting provide a safe and clean environment where children can play and learn positively. Risk assessments are completed appropriately identifying the potential hazards to children and what measures are in place to manage these risks. The surface of a radiator became too hot and staff switched it off immediately, confirming later this had been reported to school. The people running the setting make sure everyone understands their responsibilities in relation to safety and the welfare of children. Cleaning routines and hygiene practices follow current guidance. They ensure clear information is available to everyone about how emergencies are dealt with.

A playroom provides an ample space for the children to play indoors and develop their independence. Organised areas are set out and children move freely extending their play. They explore and make their own choices about what they want to play with. There are suitable facilities including toilets and storage. The indoor environment is appropriate for learning however needs some updating and current thinking to reflect the rich learning environment outdoors. Storage has low level shelving to allow children to be independent and develop their own play. The result is a calm environment with happy, busy children. Furniture of different sizes enables children to work at different levels and there are plenty of natural materials to work with such as wood and ice.

Staff provide children with a suitable quantity of interesting and well-maintained resources which stimulate children's imagination and also encourage them to care for wildlife. Staff ensure outdoors, is exceptionally well equipped with a swing, trees, bushes and exciting places for dens and balancing, as well as an outdoor classroom, which enhances storytelling and play experiences. The people running the setting make sure pieces of children's craft displayed creates a sense of belonging. They raise children's awareness about their wider society through small world figures, games, and stories. There are good opportunities for children to practice using their senses through water play and craft activities.

The people running the setting have a comprehensive statement of purpose, which provides parents with the required information about what the setting offers. Policies and procedures are in place and followed appropriately. The people running the setting understand their responsibility to promote the Welsh language and basic Welsh is encouraged.

There is an effective system to evaluate the setting and care provided. People who run the setting collect parental views and feedback as part of the evaluation. They consider ideas from other professionals such as Early Education and review and make plans for changes and improvements that benefit the children, such as updating the indoor environment. There is a good balance of leadership where leaders and staff constantly review the provision. They utilise and work to their strengths which effectively ensures the setting moves forward well. They are enthusiastic about creating improved outcomes for children.

People who run the setting have established a strong leadership where roles and responsibilities are clear. This has resulted in a team of staff who work together superbly well and support each other in providing effective play and care for the children and meeting their individual needs. Staff are happy and feel they are well supported. Staff appraisals allow them to share information and identify potential training. The recruitment procedure ensures all required information is available to evidence the suitability of staff to care for children.

The people running the setting have built effective partnerships with parents. They keep parents well informed of their child's day and what they have enjoyed, taking plenty of time to chat showing keen interest in the lives of the children outside the setting. Engagement is positive with the school and staff from the school pop into the setting. This helps to familiarise younger children with school staff in preparation for their transition to nursery. Local amenities such as parks and shops and visitors to the setting provide effective opportunities for children to enjoy a range of different experiences and learn about the world around them.

Recommendations to meet with the National Minimum Standards

None

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
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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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