



Inspection Report

The Childrens Space

**New Tredegar Integrated Childrens Centre
White Rose Primary School
School Street
New Tredegar
NP24 6DW**



Date Inspection Completed

27/01/2022

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About The Childrens Space

Type of care provided	Children's Day Care Full Day Care
Registered Provider	The Children's Space
Registered places	24
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert Post Registration Inspection
Is this a Flying Start service?	Manual Insert No
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>	No Rating Required
<u>Care and Development</u>	No Rating Required
<u>Environment</u>	No Rating Required
<u>Leadership and Management</u>	No Rating Required

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

Summary

Children are happy and content at the setting. They very much enjoy their play and learning experiences, making their time at the setting interesting and fun. They have warm and positive relationships with staff who care for them and are developing friendships with their peers. The setting is child centred with a strong emphasis on children directing their play and children's views and interests are valued.

Care and development is good. Staff provide nurturing and effective care and interactions with children are consistently positive. Staff promote children's social development in a calm manner and ensure that children have access to a wide range of age appropriate play activities.

The environment is safe, providing children with bright and spacious play areas. There are timely and effective health and safety checks and good maintenance of internal spaces. The playroom is bright and designed with children's needs in mind. Children also benefit from a spacious outdoor area providing them with ample space for physical play activities.

Management of the setting is effective overall. Staff are appropriately qualified with opportunities for on - going training. There is a system for monitoring and reviewing of the setting to identify areas for improvement. Partnership with parents is strong and well established. Parents highly value the setting and the support they receive from staff.

Children very much enjoy the time they spend at the setting. They know what to expect during sessions, as the daily routines are familiar to them. Children new to the setting adapt quickly to their new environment with support from staff. On arrival, children immediately settled down to play and children who attend the after school club, sit and reflect with staff on their school day before playing. All children cope well with snack and lunchtime routines and use this time to chat with friends and staff. There are warm interactions between children and staff and it is evident that there are warm bonds of affection. On numerous occasions, children engaged staff in conversations and approached them for reassurance.

Children have a good voice at the setting. They speak up to inform staff about what they want to do and are confident making staff aware of their likes and dislikes in relation to snack options. They are involved in planning and decision making around purchase of new resources and staff consider children's opinions when deciding on daily and weekly planning options. Children choose their activities freely and understand that they will receive help if they ask.

Children enjoy and gain considerable pleasure in the play and learning opportunities available to them. There is a wide variety of play experiences and children enjoy the flexibility of choosing different things to do throughout the day. As sessions are primarily child led, children are therefore able to follow their interests and play preferences at all times. We witnessed children laughing and smiling when playing outdoors, climbing play equipment and riding trikes and cars. They practised their co-ordination skills when using balance blocks and took pride in painting and displaying their achievements. A number of children also excitedly pointed out birds flying around the grounds as a current theme is around birdlife.

Children are considerate of others and in line with their age and stage of development, learning to share, co-operate and take turns when playing. They show sensitivity towards others and enjoy playing with their peers. We observed children playing together with small toys and sharing. At snack time, they sat together making this time a sociable event for all children.

Children enjoy being independent and their self-help skills are developing well. Many children enjoy taking responsibility for tidying toys away and all children enjoy selecting their own toys without adult assistance. We noted children washing their hands and putting on shoes and coats, either independently or with help from staff if needed. They showed confidence when playing outdoors, taking time to develop their skills when using the climbing frame.

Staff understand their roles and responsibilities within the setting. In relation to safeguarding, they are aware of their role in keeping children safe and reporting concerns they may have to managers. There are effective measures in terms of infection control practice with staff expanding cleaning of the premises, hand washing routines and rotation of play resources. The setting is involved in a number of health promotion schemes and provide healthy snack options. Staff have current paediatric first aid training so are able to deal with minor injuries. Staff complete daily health and safety checks of the premises to identify and minimise possible risks to children. There is effective record keeping relating to medication and reporting of accidents and incidents. Staff carry out fire evacuation drills at suitable intervals so that children are aware of how to leave the building safely.

Staff manage interactions in a manner that promotes children's understanding of appropriate behaviour. Interactions are consistently positive and staff communicate with children using gentle and kind language. The behaviour management policy outlines positive strategies to use with children and staff follow this guidance, treating each other and children with respect at all times. We heard positive language from staff and praise of children's behaviour and accomplishments to promote children's confidence and self-esteem.

Promotion of children's play and learning is good. Staff understand the importance of a broad range of play experiences for children, so that their time at the setting is interesting, stimulating and fun. Staff encourage children's independence and decision - making. Sessions are therefore predominately child led with minimal structured adult led play. Staff understand the importance of children's emotional wellbeing and health, providing opportunities for children to talk about how they feel and how their day has been. There is focus on cultural and historical events, such as Remembrance Day and good promotion of the natural world and the environment. There is effective activity planning and staff use observations to track the progress of children. For children requiring additional support, staff work in partnership with other professionals to ensure best outcomes for children.

Environment**No Rating Required**

The environment is safe, secure and suitable for the needs of children who use the setting. There is a secure entry system and outdoor exits are safe. Currently parents do not access the building and there are alternative arrangements for drop off and collection of children. There is timely completion of health and safety checks, including fire, electrical and gas checks for the setting. Risk assessments are completed and updated as and when required by staff and there is monitoring of accidents to identify any emerging patterns.

The environment is clean, welcoming and well organised to support children's play. The playroom is spacious, airy, bright and suitable for children. Thought has gone into the design and layout of the playroom, with zoned areas for different play activities. Resources are accessible and this means that children can select toys without the need for adult assistance. Internal spaces are clean and well maintained. There is good natural light with the playroom ventilated to allow air to circulate. There is a substantial outdoor area providing children with a great deal of space to run around and play. The setting shares the space with the school and has set times to access it during school hours. An additional covered area provides useful space for all - weather play. In addition, the setting has sole use of a side garden. This is currently under – utilized and with some work could provide valuable space for use through the day.

People who run the setting ensure that there is a good range of indoor and outdoor resources to promote children's all – round development. There is a large selection of outdoor play equipment such as trikes and we saw children make good use of these during our inspection. There is a sufficient supply of books, as well as a good supply of art and craft materials, small toys and jigsaws. All weather clothing including wellies are available so that children can play outside regardless of the weather.

Leadership and Management

No Rating Required

People who run the service are enthusiastic about their role and seek to improve the quality of care. Managers are happy with support from the Board of Trustees and registered individuals. The statement of purpose provides good information on the service. This means that parents can make an informed choice about the suitability of the setting for their child. There is an organised policy file containing a good range of policies to support the smooth operation of the setting. There are appropriate record keeping systems in relation to contracts and parents receive registration packs so they have key information about the setting. However, during sampling of files we noted a small number of historical documents relating to a previous registration.

People who run the setting recognise the importance of planning for improvements and the necessity to move the setting forward. There is a setting improvement plan identifying areas for development and there is an annual review of quality of care report. As part of this process, parents, children and key agencies are consulted and their views taken into account.

Management of the service is effective overall. The small staff team is appropriately qualified and as well as core training, have access to additional training to expand their knowledge and practice skills. There is capacity in staff numbers so managers can call on part time staff to cover for emergencies. There are regular team meetings so staff can discuss issues relating to the running of the setting. The staff team work well together to supervise and support children, but we noted inconsistency in adult to child ratios during the first day of our inspection. Managers acted promptly to re-work staff timetables and to address this issue. Evidence available on the second day of our inspection, showed that this matter had been resolved and adult to child ratios were in line with National Minimum Standards and regulatory requirements.

Partnership with parents, agencies and the community is strong. Parents are very appreciative of the setting and the services they provide. We spoke to a number of parents all of whom spoke very positively about the staff team, the care their children receive and the flexibility the setting offers. There are established community relationships, including links with the library, school and a local care home. In addition, there are links with key professionals and agencies to ensure appropriate support is available for children.

Recommendations to meet with the National Minimum Standards

R1. Develop the side garden so it is available for children to use all year round.

R2. Undertake an audit of documents and archive historical documents not related to the current registration.

R3. Ensure that adult to child ratios are consistent throughout the day.

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

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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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