



Inspection Report

Treasure Chest

**Park C P School Llay
School Road Llay
Wrexham
LL12 0TR**



Date Inspection Completed

20/04/2023

About Treasure Chest

Type of care provided	Childrens Day Care Full Day Care
Registered Provider	Treasure Chest
Registered places	80
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert] This is the first inspection 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.

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<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

Many children make decisions and can choose what they play with. Children are settled and enjoy spending time with their friends. They interact well with each other and the staff, showing respect and consideration. Children have some opportunities to develop their skills but have limited chances to be independent. They are happy and enjoy the activities available to them.

Staff are caring and responsive to the children. They are good role models and most have positive practices to ensure children are safe and healthy. However, staff do not always ensure older children's needs are met as there is insufficient current information available for staff to care for them appropriately. Staff plan and provide younger children with suitable opportunities to develop and learn new skills.

The environment has sufficient space for children to play and learn. Most areas are suitable for the ages of the children however some rooms are small, and children are restricted to the type of activities they can enjoy indoors so the environment is not rich and stimulating. Most resources are easily accessible ensuring children have choice and can develop their play, some safety measures are in place however hazards are not always sufficiently well identified or managed and as a result children's safety are potentially at risk.

People who run the setting manage the service appropriately in many areas. However, most policies and procedures have insufficient content, are outdated and so do not reflect the care offered. A self-evaluation is carried out, and the setting is aware of their strengths and areas for improvement. Positive partnerships are developed with parents and the school. This supports the care children receive and ensures parents are kept informed about their child's experiences in the setting.

Well-being**Adequate**

Children have a say in the activities available to them. They can move around their base rooms choosing what activity they would like to take part in. They express themselves well, telling us about what they are doing and their new shoes. Children show us their dolls discussing and asking our opinion 'Does my doll have longer hair?' Older children were able to decide what food they wanted for snack from a range made available. Children have their ideas and opinions listened to. For example, children discussed with staff what they want to play with, and staff got the dolls out for them.

Children are settled and enjoy attending. They are familiar with the environment and routines in place, helping them feel safe. For example, children in after school knew when it was time for their snack and washed their hands in readiness. Children have formed positive relationships with staff and friendships with other children attending.

Children interact well and enjoy playing together. For example, when playing a game children take turns drawing shapes on the white board for their friends to guess amid much excitement and laughter. Older children help their younger friends on the computer and are readily available if anyone gets stuck. On the afternoon of the inspection the children had to change rooms. They were flexible and followed the new routine well.

Children enjoyed the activities available. Most were able to follow their interests as they had access to the items they needed or request others, however in some rooms children had limited resources as they were chosen by staff. Children were interested and proud of what they were doing and shared this with their friends. They explained well and were happy to listen to the ideas and suggestions of others. Children sat and listened to a story joining in with the parts they knew well.

Children can develop some independence. Older children collect bags ready to go home and some change ready for activities after school. They can access toilet facilities which mean they use them independently, including washing their hands. During snack time many children were served their food and drinks missing opportunities for them to become independent by serving themselves.

Care and Development**Adequate**

Staff are aware of the need to ensure children are kept safe and healthy. They have completed safeguarding training and know the procedure to follow should they have concerns about a child. Fire drills are conducted regularly with the school which ensures both staff and children are aware of how to evacuate the premises in an emergency. Good hygiene practices are in place including cleaning tables and hands washed at appropriate times. Staff provide children with healthy snack choices and offer milk or water to drink. Opportunities are planned for children to be active outside, however children cannot freely access the outdoors as part of the provision and have to wait to all be taken outside together. Accidents and incidents are recorded appropriately and brought to parents' attention.

Staff support and encourage children to interact positively with each other. They are good role models and actively involved in the children's activities and play. For example, when children drew on the whiteboard, staff joined in to make pictures for the rest of the children to guess. Staff made times such as snack and lunch into a sociable experience, sitting and chatting with the children with some eating their lunch together.

Staff generally know children well. They understand their individual needs relating to their health and development however this is not followed up with current information for older children which would enable staff to care for them appropriately. The responsible individuals did not seek support from parents, external agencies or give appropriate training to staff. No care plans were in place and registration forms had not been updated meaning that staff were unable to provide the individual care needed for children with additional learning needs. There was no guidance or designated support for older children with additional needs and so staff were unable to meet their needs. As a result, their individual needs are not being. This is placing their health and well-being at risk, and we have therefore issued a priority action notice. The provider must take immediate action to address this issue.

Most planning was appropriate and suitable for the ages and stages of development of the children. Next steps were considered for the younger children and children's progress was tracked so their needs were known and could be shared with parents. However, planning for older children was very basic and included the resources that staff had prepared. Staff implemented and organised some opportunities for children to develop their independence and most resources were stored at a suitable height for children. However, independence skills could be developed further during snack times, such as preparing or serving food themselves.

Environment**Adequate**

During the inspection the environment was safe and secure. No unauthorised access was possible as external doors were kept locked and visitors to the setting noted. Outside areas are enclosed with secure fencing but gates are not always closed and locked and prior to the inspection, left open posing an unacceptable risk to children. Although there are risk assessments these are not adequate and do not contain sufficient detail regarding children leaving the provision unaccompanied. As a result, risks were managed inadequately with hazards not always identified or eliminated. We have therefore issued a priority action notice. The provider must take immediate action to address this issue.

The environment has sufficient space for children to play and learn. Most rooms are suitable for the ages of the children and are equipped with a range of resources that support children's learning and development. However, some are smaller, and not as inspiring and do not provide the children with the same level of opportunities or experiences. Most resources are easily accessible ensuring children have choice and can develop their play and learn, however there is currently no free access to the outdoor space for the children.

Children at the after-school club had use of areas they were familiar with. Younger children used their own base rooms, so it was suitably equipped with resources appropriate for their age and stage of development. Older children had a designated room with resources they could access independently, and they also had use of an area in the corridor that had a small kitchen and table and chairs. This was an effective use of space that was available for craft activities and snack times. Children also have use of the school yard and field for outdoor play.

Resources were of an appropriate quality, and most were stored so they were accessible, kept clean and well maintained. Most children had access to a range of resources that supported their play and learning. Resources outside were good and children were able to follow their interests and be active. For example, children had sand, a mud kitchen and area to sit and listen to stories a slide and ride on toys. Older children had bats, balls and hoops, which they enjoyed playing and making up games with.

Leadership and Management

Adequate

People who run the setting generally manage their service appropriately. The statement of purpose is appropriate and provides parents with the required information for them to make an informed decision about the care their child receives. Although a few policies and procedures have been reviewed and updated, the majority have not. The policies are basic and have insufficient detail. They do not reflect the care offered or current practice and as a result staff are unsure what to do. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

People who run the setting carry out self-evaluation and are aware of the strengths and areas that need to be improved. A new annexe is nearing completion for the younger children which will mean their own space and garden where there they can choose to play inside or outside. Views of parents have been sought and some views of children were collected through observations and discussions. A quality of care report has been completed, highlighting specific areas of improvement.

There is a team of staff, many of whom have worked in the setting for several years. They work well together, which helps the service to run smoothly. However, discussions with staff evidenced that a few staff did not feel that their opinions and ideas were sought when changes were made within the provision. People who run the setting ensure staff are suitably qualified and experienced to care for children. Staff files were complete and relevant checks had been carried out. Staff have opportunities for supervision and appraisals and room leaders meet with one of the responsible individuals on a weekly basis so ideas and information can be shared about the provision.

Some positive partnerships are developed with parents and the school. We heard some staff talking to parents when they came to collect their children giving details about the children's day. Social media is used to share experiences and information. There are strong links with the school as they operate within the same building enabling some resources and environment to be shared. It also supports the children with transition into school as they are familiar with the environment and with some of the teachers.

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
20	The registered person must promote and make proper provision for the children and ensure they receive appropriate care, education, supervision and treatment They must ensure that a current addition learning needs (ALN) policy is introduced and all staff are made aware of its contents, staff undertake ALN training. All children's records must be updated and regularly reviewed to reflect any changes.	New
25	The Responsible Individuals must ensure all hazards to children are identified through risk assessments shared with staff and that external gates are always closed and locked. They must ensure appropriate supervision levels, so staff know where children are at all times.	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
14	The policies and procedures were not clear for staff to follow and did not reflect current practice.	New

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)
	No NMS Recommendations were identified at this inspection

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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Date Published 04/07/2023