



Inspection Report

Two Counties Creche CIC

The Old School
The Highway
Croesceiliog
Cwmbran
NP44 2HF



Date Inspection Completed

04/03/2024

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About Two Counties Creche CIC

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Two Counties Creche CIC
Registered places	39
Language of the service	English
Previous Care Inspectorate Wales inspection	16 January 2023
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.

<u>Well-being</u>	Good
<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 are happy, relaxed and enjoy their time at the setting. They confidently engage in play with each other or alongside one another, dependent on their stage of development. Children have good opportunities to develop their independence skills.

Staff are aware of their responsibilities to keep children safe and healthy. They are caring and respond to children's needs promptly. Staff promote children's learning by planning a satisfactory range of activities.

Leaders provide appropriate play space for children inside and out, with a range of equipment and resources. They keep suitable records in relation to maintenance checks and they have appropriate risk assessments. However, staff do not always identify potential risks in the environment.

Leaders are motivated, they respond well to feedback and make improvements. However, some aspects of leadership are not managed well enough, which results in some regulations and National Minimum Standards not being met.

Children have many opportunities to make decisions about how they spend their time at the setting. They can choose what to play with and make choices throughout their day. For example, we saw older children choosing to read while others were engaged in a craft activity. Children of all ages and stages of development express themselves confidently. They know staff listen to their requests and value their opinions. Children's interests inform the planning of future activities. For example, we saw different textured items in the tuff tray in the baby room reflecting children's interests.

Children are happy and enjoy attending the setting. They cope well with separation from their parents/carers and form positive emotional attachments with staff who know them well. We saw younger children readily approach staff for reassurance, and children across the setting asking for help and support when needed. They invite staff into their play and smile happily as they chat to them. Children's privacy and dignity is respected during nappy changes and when toileting.

Children are beginning to form friendships in line with their age and stage of development. They play happily alongside each other or together. Children welcomed us warmly and were excited to chat and show their toys. One child enjoyed sharing their role play in the kitchen corner with us. Children are learning to share with staff support. They are learning to respect each other and the resources and use equipment appropriately. For example, we saw children motivated and eager to tidy away resources before lunch.

Children are interested in their play and learning. They benefit from a suitable variety of age-appropriate play and learning resources in each room. Children are motivated to follow their own interests and sustain their play for periods appropriate for their age and stage of development. Babies independently access toys they like and enjoy playing with staff, repeating new sounds and words, and pulling themselves up to stand.

Children have very good opportunities to develop independence. Older children use the toilet, and then wash and dry their hands on their own, while staff support others. We saw young children accessing their drinks throughout the day. Children are encouraged to serve their own food at mealtimes, and we observed babies eating independently with staff supervision. Children are encouraged to put their coats and shoes on independently.

Care and Development**Adequate**

Staff are aware of their responsibility to keep children safe and healthy. They implement the setting's policies and procedures appropriately. Staff have a good understanding of how to manage child protection issues and are aware of their individual responsibility to refer concerns to social services. Staff follow appropriate hygiene procedures when preparing and serving food. They ensure children wash their hands before eating and after using the toilet. They implement suitable arrangements to manage children's food allergies and individual dietary requirements. Staff record accidents, incidents, and preexisting injuries in detail and share records with parents. However, they do not monitor and evaluate these records to identify potential safeguarding concerns. There are satisfactory procedures in place to administer medication. Records evidence dosage of medications and time administered is consistently recorded and staff and parents sign records. Some staff hold a current paediatric first aid qualification which enables them to deal with minor accidents confidently. The manager told us she is waiting for first aid courses to become available so that all staff can refresh their training.

Staff use a consistent approach when managing behaviour, working in line with the setting's behaviour management policy. They are good role models, promoting good manners and respect for each other and the children. Staff are kind and nurturing in their interactions, providing cuddles and comfort when needed. Staff remind children to listen and share with their friends using a positive tone of voice. They set realistic boundaries, having regard to children's understanding and stage of development. Staff use praise frequently to encourage children to interact and behave positively. Reward systems such as stickers celebrate and help reinforce positive behaviour. For example, children proudly told us they had their stickers for helping to tidy away the toys.

Staff know the children well. They plan some activities that appeal to children's interests. Staff are beginning to develop children's learning as they play. For example, they asked open ended questions when sharing story books and modelled language as younger children attempted new words. We heard staff singing Welsh songs with the children and using some incidental Welsh words and phrases. Staff carry out observations of the children to enable them to track their progress, development and identify their next steps in learning. They use this information to plan a suitable range of play opportunities for children. However, not all activities provide appropriate challenge or stimulate and excite children's imaginations.

Environment**Adequate**

The environment provides a secure space for children. Staff ensure external doors and gates remain locked, and use the key fob entry system into the play areas and hallway. Leaders maintain a visitors' log to provide an accurate record of any visitors to the setting. Risk assessments for all areas of the setting identify potential hazards and measures in place to manage risks. Leaders display risk assessments prominently in their corresponding area of the setting for staff to easily refer to. However, we identified a small number of instances where staff had not fully implemented risk assessments. Records show that regular fire drill practices take place and staff confidently explained the evacuation procedure to us. This ensures staff and children know how to evacuate the premises safely in the event of an emergency. Leaders ensure the gas boiler and heating system is tested annually, and there is a current certificate for the five-year periodical electrical safety check.

Leaders ensure the environment is in good repair and provides a welcoming child friendly space. There are three playrooms, organised to meet the needs of varying ages of children. Toddlers and preschool children share access to an additional room for messy play. This area also doubles up as a dining area for all children to enjoy sociable mealtimes together. Notice boards clearly display information regarding children's dietary requirements and the procedure for managing children's allergies. This ensures all staff are fully aware of children's individual needs. Staff display samples of children's work and photographs throughout the setting, providing children with a sense of belonging and pride in their achievements. Children have access to a spacious outdoor area which includes a sheltered area for all weather play. It provides good opportunities for children to enhance their physical development.

Leaders provide children with a suitable range of toys and resources. However, resources and activities are not always set up in readiness for children to freely explore and experiment. For example, young children chose to use coloured pencils to draw, but the pencils were blunt, and the water trough outdoors was not set up for children to use. The setting has good quality furniture and resources to support children's independence. For example, there are child sized tables, chairs, low level toy storage units and individual named coat pegs and drawers for children's belongings.

Leadership and Management

Adequate

Leaders manage the setting to a satisfactory standard. The statement of purpose reflects an accurate picture of what the setting has to offer, allowing parents to make an informed decision about the care their child receives. Overall, leaders have appropriate procedures in place to ensure the smooth running of the setting. Paperwork is up to date and is suitably organised. However, leaders do not always notify Care Inspectorate Wales (CIW) of significant events, such as staff changes. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Leaders ensure staff record their own and children's time of arrival and departure for the purposes of emergency evacuation. However, room registers do not include details as to which staff are working with which children at any given day or time. For example, registers do not indicate when staff leave their base room for lunch breaks, to cover in other rooms or to undertake nappy changing routines. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Leaders plan appropriately for improvement. There are systems in place to monitor the care provided. Leaders complete a quality-of-care report which considers the views of staff, parents/carers, children, management, and other partners. It identifies strengths and areas for development. Leaders draw upon advice and feedback. We noted that leaders had acted upon the recommendations from the previous inspection report.

The responsible individual has taken action to meet the non-compliance identified at the inspection in January 2023. We observed the correct ratio of suitably qualified staff to children during the inspection. Leaders complete relevant checks to ensure all staff are suitable to work with children. Staff files are generally organised; however, one staff file did not contain a copy of their references. Staff receive regular individual supervision meetings providing them with time to reflect on their strengths and discuss any training needs. Several staff are due to renew their safeguarding training and food hygiene training.

Leaders have established positive relationships with parents. Staff keep parents regularly updated on their child's well-being and development via a digital platform. In addition, leaders ensure staff speak with parents at the end of the day to share information.

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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30	Ensure room registers accurately reflect the times that staff are caring for children.	New
31	Ensure CIW are notified of significant events outlined in the regulations in a timely manner.	New
27	The responsible individual has not ensured the required suitably qualified staff to child ratio is met. Ensure there are enough suitably qualified staff to meet the required ratio.	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 10 - Healthcare	Ensure all staff update their paediatric first aid training.
Standard 7 - Opportunities for play and learning	Ensure play opportunities provide appropriate challenge to stimulate and capture children's imaginations.
Standard 24 - Safety	Ensure staff consistently implement risk assessments.
Standard 22 - Environment	Ensure resources and activities are set up in readiness for children to freely explore and experiment.

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)
Ensure a copy of references is kept in all staff files.
Develop a system to monitor and evaluate accident, incident and pre existing injury records to identify potential safeguarding concerns.

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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