



# Childcare Inspection Report on

**Ty Ni Family Centre**

**82 Rhosddu Road  
Wrexham  
LL11 2NP**



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## **Description of the service**

Ty Ni Family Centre is in Wrexham. Wrexham County Council has nominated Lynn Millen as responsible individual and Helen Griffiths as person in charge. The service is open Monday to Friday 10:30 - 13:00, term time only. The service offers places for children aged two to three years, who are entitled as part of Wrexham's Flying Start Scheme. They are registered to care for up to 16 children.

English is the main language with Welsh promoted. This is a service that does not provide the Welsh Language 'Active Offer'.

## **Summary of our findings**

### **1. Overall assessment**

Children are happy, settled and feel valued as their needs and opinions are listened to and considered. Children develop well as their individual needs are known and catered for. Staff are caring and responsive to the individual needs of the children. They promote positive interactions and provide opportunities and support which helps children develop a range of skills. The environment is well maintained and child centred. It provides a warm and welcoming place for children to play and learn with good quality resources available. Leaders manage the service well and have an effective team of staff and have developed positive partnerships to support them in providing effective care.

### **2. Improvements**

This was the first inspection since registration in April 2018.

### **3. Requirements and recommendations**

We did not make any good practice recommendations.

# **1. Well-being**

## **Summary**

Children have a voice and can use a range of strategies to communicate. They feel settled and happy as they are familiar with the routines and their needs are considered. Children learn to interact well and enjoy learning through their play.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children use a range of ways to make themselves understood.

Children moved around the service freely. They were able to choose activities they wished to take part in and accessed the resources they needed. For example, a child was playing in the small world area with the cars and garage. They decided to take the cars into another area so they could use the road mat. Children made themselves and their needs understood. They were aware of "Makaton" which enabled them to use sign language to communicate when they could not verbally express themselves. Children were confident to ask for more food and drink at lunch and snack time. Their requests were listened and responded to positively.

Children communicate well and know their opinions and needs will be responded to effectively.

### **1.2 To what extent do children feel safe, happy and valued?**

Children are relaxed and settled.

Children moved around the environment, happily choosing where and what they wanted to play with. They felt safe as they were familiar with the staff and knew the routines in place. For example, children knew that after tidy up time they had to go to the carpet area for a story. A child who had only recently started showed signs they were getting to know the expectations and rules of the service. This meant they were settling well and beginning to enjoy attending. Children developed a sense of belonging as their individual needs were considered and catered.

Children feel safe, happy and valued as their individual needs are considered.

### **1.3 How well do children interact?**

Children learn to cooperate and share.

Children were learning to communicate in a range of different ways. They were learning Makaton sign language and could use a range of non verbal cues when they were unable to verbally express themselves verbally. Children were beginning to understand the needs of others and some were cooperating and taking turns. For example, children were playing together in the home corner. They worked together to pretend to make some food and look after the doll. Children respected the toys and resources and used them appropriately; returning them when it was time to tidy up.

Children interact well for their age and stage of development.

#### **1.4 To what extent do children enjoy their play and learning?**

Children learn through play experiences they enjoy.

Children were always active and involved in play experiences. They explored the indoor and outdoor environments with confidence. Children thoroughly enjoyed playing outside, they were smiling and laughing as they rolled balls down the slide for a member of staff to catch or drove round in the big plastic cars. Children could move from one activity to another and they focused on an activity for an appropriate length of time. They shared what they were doing with others, with children keen to show us their activity.

Children enjoy the play experiences they have access to.

#### **1.5 How well do children develop, learn and become independent?**

Children develop and learn through the activities available to them.

Children had access to a range of resources and play opportunities they enjoyed which helped them to learn through their play. For example, children were enjoying catching the material balls out of a plastic bottle in the water tray. They then focused when trying to get them out again. Children were able and supported to take risks. For example, they enjoyed riding down the ramp outside on their bikes. Children were being independent as they could freely access the resources and were provided with equipment to support them to use the toilet and wash their hands themselves. This included a small step which children moved around when they needed to use it to reach the taps or the paper towels.

Children learn and develop well as their individual needs are known and catered for.

## **2. Care and Development**

### **Summary**

Staff implement policies and procedures that support them in keeping children safe and healthy. They are positive role models and use praise and encouragement to teach children how to interact well. Staff know the children and their individual needs well which allows them to provide suitable play and learning opportunities and support them to develop a range of skills.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff implement effective policies and procedures relating to keeping children safe and healthy.

Staff provided children with healthy snack and meal choices and offered milk or water to drink. Tables were cleaned before they were used for eating at and children were encouraged and supported to wash their hands after using the toilet or having their nappy changed. This evidenced that there were good cleaning and hygiene practices in place. Staff followed an effective nappy changing procedure ensuring gloves and aprons were worn and cleaning routines were implemented. Staff fully understood the safeguarding procedure in place and could evidence through discussions and examples that they knew what to do should they have concerns about a child. Registers were kept of all children attending and regular fire drills were conducted. This ensured all children could be accounted for and staff and children were aware of the procedure to follow in the event of an emergency. Regular opportunities for children to access outdoors, where they could be active, were planned by staff. This promoted a range of skills and ensured children had opportunities to get fresh air.

Staff are effective in keeping children safe and promoting a healthy lifestyles.

#### **2.2 How well do practitioners manage interactions?**

Staff promote and model positive interactions.

Staff were fully engaged in the children's play and activities. They consistently interacted with the children ensuring they received lots of praise and encouragement. There were lots of conversations taking place and staff were constantly talking and explaining what they were doing to the children. This helped the children learn to interact well with others. Staff used positive language whenever possible and avoided any negative comments. The children's behaviour evidenced that this positive approach to managing behaviour worked well and children responded positively through interacting well the majority of the time. Staff used sensory aids to show the children what was happening and what was expected of them. For example a tambourine was used to signal to children when it was time to tidy up. Pictures on lollipop sticks were also used to show children what was happening next. This included pictures of someone washing their hands or brushing their teeth.

Staff manage interactions effectively through positive reinforcements and praise.

### **2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?**

Staff fully understand the developmental needs of the children they care for.

Staff have a good knowledge of child development and the needs of the children they cared for. These were considered when completing observations and planning. Individual records were kept to track children's progress. These were then used to plan suitable activities and provide resources that would help children learn and keep them interested. Staff enhanced children's learning through supporting them to develop through their play. For example, they had enhanced the water play with bubbles and they sat with the children when they were mark making with the chalk, encouraging them to identify the different colours. Staff constantly talked and explained what they were doing to the children. This ensured the children understood what was happening and helped them develop their speech and language. For example, when it was time for children to brush their teeth staff would provide each child with a brush and paste and as they gave it to them they would say the child's name and say you now have a brush and you now have toothpaste.

Staff effectively promote children's learning and development and ensure their individual needs are always considered.

### **3. Environment**

#### **Summary**

The environment is safe and leaders ensure regular checks and assessments are completed. Leaders ensure the environment is suitable and provides children with space to play and learn in a welcoming atmosphere. Resources and equipment are of good quality and suitable for the ages and stages of development of the children.

#### **Our findings**

##### **3.1 How well do leaders ensure the safety of the environment?**

Leaders provide a safe environment.

Access to the premises was secure with the main entrances and some internal doors being controlled by a secure code keypad. Leaders had conducted risk assessments on all the areas used by the children and relevant procedures had been put in place to minimise the potential hazard when they could not be eliminated. For example, safety gates were used to prevent children from accessing areas where they were not allowed. The outdoor area was surrounded by secure fencing. The two gates that were used to access the outdoor area were kept locked and keys or a touch pad were available in case of the premises needing to be evacuated quickly.

Leaders complete effective checks and assessments on the environment to ensure they are safe and secure for the children.

##### **3.2 How well do leaders ensure the suitability of the environment?**

Leaders provide a child centred environment.

The environment was light, bright and well decorated in neutral colours. All areas used by the children were well maintained and child centred. There was a warm and welcoming atmosphere with lots of children's work and photos displayed. The indoor areas used were spacious and provided children with suitable facilities close by, including toilets and a cloakroom. The outdoor area had recently been developed and consisted of a yard with grassed area and mound in the middle. This area gave children an opportunity to be active, playing on bikes and other sit on toys as well as participating in ball games and climbing on the mound. All areas were used well and the spaces were utilised.

Leaders ensure the environment is suitable and that all areas are utilised effectively.

##### **3.3 How well do leaders ensure the quality of resources and equipment?**

Leaders provide suitable resources for the age and stage of development of the children.

Leaders made sure resources were sufficient and suitable for the children. They were stored effectively in labelled drawers so children could see where items they wanted were. Outside a large shed ensured toys were kept well maintained and cleaned as they were put away after every session. There was a range of natural and multi cultural resources available. This helped children to learn about the wider world and have a range of



experiences. All the equipment, including tables, chairs and storage was of a good quality and a suitable height to allow children to be independent.

Leaders ensure children have access to good quality resources.

## **4. Leadership and Management**

### **Summary**

Leaders are effective in their management of the service and staff. They regularly evaluate the care they provide and make positive improvements. Leaders develop partnerships that benefit the children and support the staff in providing effective care.

### **Our findings**

#### **4.1 How effective is leadership?**

Leaders manage the service well.

The statement of purpose written by leaders was very informative about the care provided and this was shared with parents so they could make an informed decision. Policies and procedures were up to date and reflected current practice. All paperwork was well organised and the service was working on becoming a paperless organisation.

Leadership is effective.

#### **4.2 How effective is self evaluation and planning for improvement?**

Leaders are aware of their responsibility to evaluate the service.

As the service had been operating as its current registration for less than a year they had not yet written a quality of care report. Leaders did evidence they were continually evaluating the service and care they provided. For example, planning and tracking children's progress had been reviewed and changed so that it was more relevant and easier to follow.

Leaders conduct regular self evaluation of the service and make improvements when necessary.

#### **4.3 How effective is the management of practitioners, staff and other resources?**

Leaders manage staff well.

Leaders had ensured all relevant checks were completed and all required evidence had been collected before staff started at the service. This ensured they were suitable to care for children and evidenced that there was a robust recruitment system in place. Staff files we looked at all contained the required information. Leaders made sure all staff received supervisions every six weeks and appraisals were planned for twice a year. This allowed information to be shared and training needs to be identified.

Leaders effectively manage staff and they ensure they receive regular opportunities to meet with leaders.

#### **4.4 How effective are partnerships?**

Positive partnerships are developed with a range of people.

Leaders make sure parents are fully involved and kept up to date about their child's time at the service and their development. Even though children are collected and taken back to

their home staff and leaders have regular discussions and meetings with parents. Staff make home visits every six weeks and this allows parents and staff to work together for the benefit of the child. Staff also conduct six monthly reviews on the children and this is also shared with parents during home visit.

Leaders work closely with the Flying Start advisory teachers as well as the wider team. Advice from outside agencies, including speech and language, was listened to and positive practice was introduced to ensure the advice was followed. This included the use of things such as Makaton so children with limited speech could participate and communicate using signs.

Leaders develop effective partnerships that benefit the children.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

No recommendations were made on this occasion.

## **6. How we undertook this inspection**

This was a full, unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 2 October 2018 from 10:40 to 13:30.

We:

- Inspected a sample of documents and policies including, registers, five staff files and two children's records;
- we observed the children and the care they received to capture evidence of children's engagement and the care provided by staff;
- spoke to the children, the responsible individual, the persons in charge and staff;
- inspected the areas used by the children, and
- gave feedback to the responsible individual by telephone on 8 October 2018.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## About the service

Type of care provided	Childrens Day Care Sessional Day Care
Responsible Individual	Lynn Millen
Person in charge	Helen Griffiths
Registered maximum number of places	16
Age range of children	2 – 3 years
Opening hours	10:30 – 13:00 Monday to Friday term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First since reregistration in April 2018
Dates of this inspection visit(s)	02 October 2018
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh Language. The service is situated in a primarily English speaking area, but children are introduced to basic Welsh words during the session.
Additional Information:	