



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Happy Days Coedpoeth
Plas Pentwyn
Castle Road
Coedpoeth
Wrexham
LL14 3NA**

Date of inspection: May 2019

by

Care Inspectorate Wales (CIW)

and

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Happy Days Coedpoeth

Name of setting	Happy Days Full Day Care
Category of care provided	Full Day Care
Registered person(s)	Hazel Edwards, Lesley Roberts, Trudy Thomas
Responsible individual (if applicable)	N/A
Person in charge	Lesley Roberts, Trudy Thomas
Number of places	32
Age range of children	2 ½ years to 12 years
Number of children funded for up to two terms	16
Number of children funded for up to five terms	0
Opening days / times	Monday – Friday from 09:00 to 18:00. Holiday Club from 08.30 – 17.00 except for Christmas and Bank Holidays
Flying Start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	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. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Date of previous CIW inspection	21/08/2017

A report on Happy Days Coedpoeth
May 2019

Date of previous Estyn inspection	01/03/2016
Dates of this inspection visit(s)	14/05/2019
Additional information	
<p>Happy Days Full Day Care is a registered charity operating wrap around care for children attending playgroup, early entitlement sessions for three-year-olds, playgroup plus, after school and holiday care. It operates from Plas Pentwyn, Coedpoeth, Wrexham. Ninety children are registered to attend the setting, one child uses English as an additional language, and two children are from Welsh speaking homes.</p>	

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Care and development	Good
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Environment	Good
Leadership and management	Good

Non-compliance

No non-compliance was identified during this inspection

Recommendations

R1 Challenge more able children effectively in their learning

R2 Improve the provision for information and communication technology (ICT) to develop children's skills progressively

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Wellbeing: Good

Most children express opinions and preferences well and know when they speak they will be listened to. For example, they choose from snacks and drinks offered to them. Most choose their activities confidently and move around indoor and outdoor areas freely, for example by choosing to look at books indoors or play with water activities outdoors. Many children contribute successfully to the planning of activities and themes through circle time and 'in the moment planning'. However, children in the after school club do not always make enough choices about their play.

Nearly all children are happy and feel valued and safe. Many younger children form friendships with other children quickly and form close attachments to those caring for them. Nearly all children cope well with separation and settle quickly. A few need reassurance when they arrive but settle well after comfort and when distracted by practitioners who know them well.

Nearly all children interact well with others. They take turns, share equipment and are respectful. Nearly all sit well during circle time and join in answering questions and listening to others effectively. They follow rules and routines well, for example when coming indoors and when helping to tidy up. A few older children support younger children sensitively by holding their hands when transferring to and from school and helping them with their coats and pouring drinks. Nearly all children co-operate well and are polite to peers and adults.

Most children are confident learners and enjoy their play, learning and leisure activities. For example, they make mud cakes in the outdoor kitchen, use the till for role play and play table top games. They ask politely for additional resources to enhance their play, for example when using a mark making pad in the construction area to record their measurements. Most are proud when they do things well and respond well to praise.

Nearly all children are becoming independent. For example, they persevere when opening containers, taking off coats and self-registering on arrival. During snack they find their place mats and eat independently. However, pre-school children are over reliant on adults to serve their food and pour their own drinks during snack time.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): Good

Most children make good progress from their starting points. They listen to instructions well and respond promptly to requests to begin working. They communicate clearly with adults and other children during discussions, such as explaining why objects float or sink in water. They consider the needs of others thoughtfully, allowing others to state their opinions, before expressing their own views. For example, they collaborate effectively to build towers with blocks and to make tea and cakes in the mud kitchen. A minority use Welsh words independently, when describing the weather and when asking for drinks during snack time.

Many children take an interest in stories and handle books as confident readers. They discuss events and characters in stories well, such as the animals in moral tales from Africa and how a mouse's contribution affects the harvesting of an enormous turnip from the soil.

Many children make marks purposefully with different resources, such as chalk and crayons. A few form letters independently. A majority explain the purpose of writing effectively, such as recording measurements after using a measuring tape during construction tasks. As a result, they understand that writing is an important part of everyday life. However, more able children do not always use their skills to create their most effective work.

Most children use mathematical language effectively in the correct contexts. They count to five well and many count to ten and beyond confidently. Most discuss the characteristics of different two-dimensional shapes intelligently, identifying the differences between them correctly. Many understand that you purchase food with money and they compare prices well using the café's menu. Many children select tools and materials adeptly to solve mathematical problems. For example, they compare 'full' and 'empty' watering cans, and arrange and sort dinosaurs in a cave according to their size.

A minority of children demonstrate efficient ICT skills. However, children do not develop a full range of ICT skills well enough in their play and learning.

Most children develop good physical skills by riding bicycles and moving enthusiastically to music. They develop purposeful creative skills, which affects their learning positively. For example, they use paints well to create colourful representations of trees and flowers. Many work collaboratively to solve problems well, such as investigating insects in the bug hotel with a variety of equipment like magnifying glasses and clipboards.

Care and development: Good

Practitioners and volunteers have a good understanding of how to keep children safe and healthy. They adhere consistently to policies and procedures. For example, they are aware of evacuation and fire drill procedures and practise these with children each half term. Practitioners ensure that all areas used by children and activities away from the premises are risk assessed fully. Most practitioners have attended child protection training and all practitioners have a good understanding of the policy and procedures to follow. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners are suitably qualified to give first aid. They have an appropriate awareness of the risks of allergies and manage care plans for children with asthma well. They ensure they keep detailed records of the information required.

Practitioners promote children's personal hygiene and healthy eating successfully. They follow the setting's policy for nappy changing conscientiously ensuring children's dignity and respect throughout. Generally, practitioners provide meals that are healthy and nutritious. They provide worthwhile opportunities for children to be outdoors to engage in physical activities, and encourage children to drink water to stay hydrated. This promotes children's physical wellbeing successfully.

Practitioners manage children's interactions exceptionally well and show genuine care and patience when interacting with children. They speak kindly and respectfully, giving children praise frequently. This has a positive effect on children's behaviour throughout the setting.

Practitioners support children's learning effectively by providing a wide range of stimulating and interesting play, learning and leisure activities. For example, they plan interesting activities for children to use a variety of investigative equipment for measuring, water play and bug hunting. This develops their problem solving skills successfully. However, few opportunities are provided for children to go on outings during school holidays.

Practitioners track pre-school children's progress beneficially through regular observations. They involve parents well when reviewing targets and care plans. Most practitioners ensure children develop the use of Welsh progressively, for example with the use of, 'Ticw Bear' as a learning resource and by leaving him in role play areas where children act out scenarios, and use basic Welsh words to describe what he is doing.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Good

Practitioners provide a broad range of learning experiences that reflect the philosophy of the foundation phase successfully. They plan interesting activities well and consider children's interests positively in planning. This creates beneficial opportunities to promote independent learning.

Practitioners focus purposefully on developing children's literacy and numeracy skills. Effective activities include challenges to make patterns with crayons, to write letters in shaving foam and to count the number of beats made on a drum.

The provision to develop children's ICT skills provides suitable opportunities for children to use cameras and electronic tills. However, practitioners do not challenge children effectively to develop sophisticated ICT skills, through the use of challenging equipment, software and apps.

Practitioners develop children's physical and creative skills effectively. They motivate the children enthusiastically to collaborate on practical tasks, such as watering strawberry plants and ensuring that they feed all the dolls seated around the home corner's table.

Practitioners focus well on improving children's Welsh language skills by modelling words and repeating simple phrases regularly. This ensures that many children use phrases and words effectively with each other and adults. They promote the children's awareness of Welsh culture successfully by celebrating Saint David's Day and by cooking traditional meals, such as leek and potato soup.

Practitioners make valuable use of visitors to enhance the curriculum, such as the police and an ice cream van. They use the village's amenities regularly, which includes visits to the library, church and gardening club. This enhances the children's understanding of their local area effectively. Practitioners celebrate diversity sensibly and develop the children's spiritual, moral, social and cultural skills well. Effective examples of this include studying the Chinese New Year and through playing with dolls from different cultures.

Practitioners question children skilfully, which encourages children to think and make good progress in their learning. They adopt a sensible balance between adult-led activities and children's independent tasks. For example, they encourage the independent use of saws and stepping logs for balance tasks and collaborate well with the children to plant potatoes in tubs. However, they do not challenge the more able children well enough in all tasks for them to improve their work.

Practitioners assess children regularly and make beneficial use of the information to plan the next steps in children's learning effectively. Assessment practices are manageable and purposeful and practitioners' observations match children's outcomes accurately. Practitioners hold worthwhile meetings with parents to discuss their child's progress. Their profiles, which are shared with the local schools, reflect the children's achievements well.

Environment: Good

Leaders ensure that the environment is safe and secure. There are effective policies and procedures which practitioners follow, for example by keeping doors to the premises locked at all times, ensuring visitors sign in and out of the premises and by completing regular checks and risk assessments. The premises are well maintained.

Leaders provide suitable play areas both indoors and outdoors for the age range of children attending. Two separate playrooms, which are suitably furnished, ensure that the needs of pre-school children and those receiving after school care are met fully. All areas are clean and bright, offering a stimulating environment full of interesting displays that enhance the care and education offered to children well. The layout and equipment in each of the rooms have been designed to meet the needs of the children, for example by having low-level toilets and sinks easily accessible to the children in one area and adult size toilets for older children in another. Practitioners have created suitable rest areas in book corners to enable children to rest.

Leaders ensure that practitioners plan activities that make effective use of the relatively small outside play area and natural resources to promote children's play and learning. For example, enclosed play areas alongside the play room are accessible to children at all times and have been designed creatively to provide a rich learning environment. Areas along a secure pathway to the adjacent school premises provide orchard and meadow areas, which are used to develop children's skills effectively for activities such as 'bug hunts' and nature studies.

Leaders ensure that resources are of good quality, varied, in good condition and age appropriate. They use natural and sustainable resources well throughout the setting to develop children's curiosity and senses. For example, leaders have provided a well-resourced mud kitchen with metal and wooden utensils and growing troughs for planting and growing fruit, flowers and vegetables. For the holiday provision, leaders ensure that children have sufficient equipment, appropriate for their age, to provide worthwhile opportunities for children's play and to sustain their interest. For example, they have purchased computers, games consoles and tablets to ensure that children follow their own interests and can play alongside friends.

Leadership and management: Good

Leaders have a clear vision for the setting, which is communicated effectively through the settings statement of purpose. They provide purposeful direction to the day-to-day work of the setting and share the responsibilities for leading the setting successfully. This promotes beneficial improvements in provision and children's outcomes, in a safe and caring environment. For example, leaders encourage the involvement of practitioners in the continuous development of the outdoor environment. They promote the use of relief staff across the provision to ensure that children are familiar with a number of practitioners when transferring from the playgroup environment, to an after school provision. The recruitment of practitioners is robust.

Leaders work well with dedicated practitioners. They all have high expectations of themselves and the children. The diligent leadership team encourage practitioners to motivate children consistently through inspiring tasks and effective teaching. Generally, leaders ensure a good allocation of resources in the learning areas, although have not developed ICT provision well enough to meet children's needs purposefully. They ensure that relevant training, based on regular performance management practices such as supervision meetings and annual appraisals, is available to develop individuals' skills effectively.

Leaders benefit from feedback received from practitioners, parents and children on both a daily informal, and more formal annual basis. They use this information alongside outcomes of monitoring activities to identify strengths and areas for development effectively. Generally, leaders use the information from self-evaluation activities well to plan for improvement. They evaluate the progress of development plans successfully in order to bring about improvement. As a result, the setting has a good history of making improvements to the provision that has a good effect on children's standards.

Leaders are supported appropriately by a management committee, which has begun the process of becoming a charitable incorporated organisation (CIO). Leaders and the committee work in partnership. Leaders listen to advice given by external agencies suitably, and update policies and procedures when required. However, leaders have not always responded in a timely manner to new initiatives.

Good partnerships exist with other agencies. The setting works effectively with its partners to improve provision and children's outcomes. For example, positive links exist with local schools support children when they move to the next stage of their education. Leaders hold regular discussions with everyone involved with the setting to improve provision further. This has a positive effect on creating improvements, such as using social media to convey information to parents.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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