



Childcare Inspection Report on

Meithrinfa Liliwenfach Nursery

**Ael Y Bryn
St Davids Park
Job's Well Road
Carmarthen
SA31 3HB**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

10/06/2019

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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

Description of the service

Meithrinfa Liliwenfach was registered in July 2015 and provides a full day care service for a maximum of 23 children. The service operates from a detached building at St David's Park on the outskirts of Carmarthen, and is open between the hours of 7.30am and 6.00pm Monday to Friday. The service is provided in Welsh and English. The registered persons and persons in charge are Sophie Hunt and Annie Hunt.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

Children have fun at this service and they have a strong voice. They are listened to and make choices confidently. They are cared for by experienced and caring practitioners who provide stimulating activities for them. The environment is child friendly, safe and set out with plenty of toys and equipment to develop skills. Leaders ensure a good level of care is provided for children by a committed team of practitioners.

2. Improvements

Leaders have made significant improvements in relation to record keeping and overall management of the service.

3. Requirements and recommendations

We have advised the registered persons that improvements are needed in relation to statement of purpose (regulation 15) in order to fully meet the legal requirements. A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the service. We expect the responsible persons to take action to rectify this and it will be followed up at the next inspection.

We made some recommendations in relation to leadership and management. These are detailed at the back of the report.

1. Well-being

Good

Summary

Children have a voice, express themselves and make choices confidently according to their stage of development. Children feel secure and valued. They are active and curious learners and enjoy a variety of experiences at this service. Children are learning skills through play, for example pre reading and physical abilities, learning Welsh words and phrases, and as a result are developing well and becoming independent.

Our findings

Children were listened to and their choices respected. We saw this when a child asked for milk then change his mind and wanted water instead. He was given water. Children chose which activities to play and were supported and guided by practitioners according to their individual needs. Many areas and activities were set out for children inside and outside. Children who need a service through the Welsh language receive one.

Children felt safe, happy and valued. Parents told us their children had settled easily and did not cry when they were left. Children were happy to explore their surroundings and related well to the practitioners and gave them cuddles. Children settled to sleep calmly and promptly when they showed signs of tiredness. Children had good bonds of affection with the practitioners and confidently approached them for cuddles.

Children interacted well with each other and the practitioners. Children were learning to share. For example, a child had brought in a car from home. He handed it to another child who proudly said *"he's letting me play with his car"* Younger children waved to staff as they left the room and said *"ta - ta"* Children were learning to be helpful and smiled as they were thanked for tidying up cars and blocks away at the end of the session.

Children were engaged and motivated in their play and learning. They were excited when the music was played and they moved and followed instruction in the song. A couple of older children shrieked in excitement as they raced a car back and forwards to each other whilst sat on the floor, and laughed as the car spun around. When it was story time, children moved their seats in a long line and pretended it was a train, as they moved towards the carpet area.

Children were developing skills to promote their all round development and independence. They were learning about different colours as they chose their favourite colour to make their cone monster. Younger children who were not yet walking pulled themselves up on to furniture demonstrating they were comfortable and confident in their surroundings. We saw children eating and drinking independently and using the toilet as they needed. We saw children wash their hands afterwards.

2. Care and Development

Good

Summary

Practitioners keep children safe and healthy in a caring atmosphere. They manage interactions consistently and are good role models, using positive strategies. Practitioners promote children's learning through play, providing stimulating activities and meeting children's individual needs.

Our findings

Practitioners understood and implemented policies and procedures for the service. They had completed safeguarding training and knew who to contact in the relevant agencies if they had concerns. All practitioners had current first aid qualifications and accident forms showed they had dealt with incidents appropriately. However, not all logs had been signed by parents. Leaders provided healthy meals, snacks and drinks. Practitioners ensured children enjoyed the benefits of playing outside regularly. Records of regular fire drills showed that practitioners and children know how to evacuate the premises safely.

Practitioners managed children's interactions well, helping the children to cooperate and learn social skills. They used distraction techniques successfully and praised children often, for example for tidying the toys. They encouraged children to say sorry when they displayed unacceptable behaviour. They offered affectionate praise and encouragement, and encouraged children to be polite and say 'thank you'.

Practitioners met individual needs as they knew the children well. They provided a nurturing and caring atmosphere and gave responsive care as they knew and acted upon details about the children the parents had shared both verbally and in registration forms. Practitioners promoted the development of all children by planning and providing good play and learning experiences. They effectively promoted the Welsh language as the children understood what was said and sometimes responded in Welsh. Daily books were completed for each child with information such as food eaten, sleep pattern, activities and general comments. Parents also used the books to communicate with the service. Leaders planned interesting activities such as Yoga sessions, forest school activities, dance and movement classes and local walks to parks and lakes.

3. Environment

Good

Summary

The environment is suitable and safe. Different aged children are cared for in separate rooms, depending on their age and abilities. The quality and variety of the resources are good. Leaders provide a clean, secure and safe environment and risk assessments ensure all practitioners are aware of how to keep children safe. They ensure children are supervised well both inside and outside by knowledgeable practitioners.

Our findings

Leaders ensured that the environment was safe and secure and children were supervised well. The main entrance was locked and practitioners effectively used the CCTV system to identify visitors. All areas inside and outside were hazard free and leaders completed risk assessments successfully. All visitors signed in upon arrival. They recorded children and staff arrival and departure times daily and had a system had been put in place to ensure all staff were responsible for this.

Leaders provided a child friendly and interesting environment for children. Areas of play and learning were set out at child height for children to access easily. Indoors, children used child sized chairs, tables and furniture. Pictures of the children and their work were attractively displayed. Leaders had arranged a forest school facilitator to work in the garden area every fortnight. They had made improvements in the garden area and had created different areas with grass, bark and stones. There was also an outside area where children had planted flowers and strawberries. Another exciting development was the upstairs sensory area which all children could access.

Leaders had ensured children had access to a range of good quality, stimulating play and learning resources. Activities and toys were available in sufficient quantity to ensure children had an interesting choice. All toys and games were clean, in good order and stored in labelled boxes at child height. Equipment and furniture was suited to the ages of children attending.

4. Leadership and Management

Good

Summary

Leadership has developed well and they strive to provide a good quality service. Policies and procedures are available and regularly reviewed. Self-evaluation shows that improvements are made. However, it does not take into account parent and children's everyone's views. Leaders manage practitioners well and they ensure they have sufficient ongoing training, support and resources. Partnerships with parents and others are effective and benefit children and their families.

Our findings

Leaders have achievable expectations to promote improvement and good outcomes for children. For example we observed that the workforce was happy, competent and well supported. There was consistent practice throughout the service and practitioners worked well as a team. Leaders have complied with recommendations made in past inspections and demonstrate confidence in their roles and responsibilities. Staff meeting records showed that leaders regularly acknowledge their staff for their teamwork. The statement of purpose had not been updated and did not meet the required information outlined in regulation.

Leaders and practitioners know their service well. We saw that children had been part of the planning of the re-development of the garden through discussions and mind maps. Although the service did not have an annual report of the review, they had consulted with parents and had already acted upon some areas for improvement, such as keeping parents updated with what was happening at the service each week, through a notice board at the entrance area.

Practitioners had a good knowledge of children enabling them to promptly meet their needs and they had a gentle and kind manner with the children. We spoke to practitioners who confirmed that they had a good experience during their employment, and some had been there since the service opened. Annual appraisals had been completed and staff files included all the correct supporting documents.

Parents are kept informed about their child's day through daily diaries and a social media page. We observed staff feedback to a parent upon collection of their child and staff were positive and kind. Leaders promote the children's involvement in the community. For example, walks to the park and reservoir, visits to the local residential care home, pizza shop and soft play centre as well as visits from the fire brigade, police, ambulance and road safety officer.

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

We issued a non-compliance notice at the previous, full inspection in relation to the following:

- **Regulation 27 (b) The Child Minding and Day Care (Wales) Regulations 2010** relating to Staffing levels because we found that there were insufficient staff members on duty to ensure children were properly supervised at all times.
- **Regulation 30 (1) (a) schedule 3, 6 The Child Minding and Day Care (Wales) Regulations 2010** relating to record keeping because we found that children and staff attendance times were not recorded daily.

The service is now compliant with the above.

5.2 Recommendations for improvement

We recommended that leaders:

- ensure staff and parents signed all accident logs;
- offer staff training on 'The prevent duty';
- refer to the 'Food and nutrition best practice guidance'
- include children and parents views in the quality of care review;
- repair the hole in the floor of the upstairs room and
- provide a cover for the waste bin in the baby room.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. Two inspectors undertook one announced visit to the service on 4 June 2019 for a total of four hours and a visit on the 10 June for one hour to give feedback.

- We observed children and the care being given to them by staff;
- we spoke to leaders, staff, children and parents;
- we looked at a sample of documentation which included staff and children's registers, staff files, risk assessments, accident logs and
- we viewed the premises inside and outside.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Full Day Care
Registered Person	Annie Hunt Sophie Hunt
Person in charge	Annie Hunt Sophie Hunt
Registered maximum number of places	23
Age range of children	0 – 8 years
Opening hours	7.30am to 6:00pm Monday to Friday
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	24 January 2018
Dates of this inspection visit(s)	04 June 2019
Is this a Flying Start service?	No
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 provides a 'Active Offer' of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Additional Information:	

Date Published 30/07/2019