



# Childcare Inspection Report on

**Meithrinfa Jac-Y-Do**

**Ffordd y Faenor  
Ammanford  
SA18 3AP**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



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## **Description of the service**

Meithrinfa Jac-Y-Do provides full day care for up to 40 children aged between eight weeks and 12 years old. They operate from a self contained, purpose built building in Ammanford, Carmarthenshire. The hours of operation are 7:30am to 6pm, Monday to Friday. The care is provided mainly through the Welsh language; however the English language is also used. The responsible individual is Rhian Mann and the person in charge is Sue Trevelyan.

## **Summary of our findings**

### **1. Overall assessment**

Children at this nursery are happy and settled and benefit from a very child-centred service. Staff are experienced, nurturing and consistent in the way they deal with the children. Staff are also effective in meeting children's individual needs. The environment enables children to explore and have access to a wide range of resources. Premises are safe, secure and stimulating.

### **2. Improvements**

During the inspection process an updated statement of purpose was forward to Care Inspectorate Wales (CIW) which provided an accurate picture of the service provided, as well as a notification informing us of staff changes. The responsible individual also confirmed the following:

- staff now had started to keep a written record of existing injuries;
- the leader had started on the process of conducting staff supervisions;
- staff files had been completed to include all the documentation required by regulation and
- medication records had been updated to include time of last dose.

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

We recommend that:

- children's ideas are reflected within the planning of themes;
- infection control procedures are tightened;
- children's independence is further promoted;
- staff familiarise themselves with the nappy changing procedure;
- staff date children's work to show progression/regression;
- all bins have lids;
- children's photographs are added to their name pegs in order to promote name recognition;
- fire drill records show the actual date they were carried out along with number of children and staff present;
- all records are completed in ink and
- a record showing staff present in each room is kept.

# **1. Well-being**

## **Summary**

Children are engaged and enjoy their play at this service. They are able to make their own choices. They are confident in communicating their experiences and their choices and they feel valued and secure. Children are settled and are comfortable in the company of the staff.

## **Our findings**

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

Children are able to make choices and decisions and express their views in Welsh and English, knowing that staff will listen to them.

Children of all ages were able to make choices about the activities that they wanted to do. For example, in the baby room, we saw children crawl as well as walk to areas they wanted to play in. We saw children choose where they wanted to sit during a cooking activity. One child stated confidently during snack time, "*No I don't like mango*" and this was acknowledged by staff. Children had a choice of water or milk during snack time and water was readily available throughout the day. We saw children help themselves to resources from different areas during the visit. During the cooking activity, children were given the option to join in the activity and were also allowed to leave the table and play in the area that interested them. We heard a staff member ask a child if he wanted to come and sit on the table, the child stated confidently that he didn't want to and this was acknowledged. Children who came from Welsh first language backgrounds were confident that their linguistic needs were met and we heard children choosing their language of communication.

Children have a strong voice at this service.

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

Children are settled and form bonds of affection with staff.

We saw that children were happy, settled and relaxed during our visit. Children had their own pegs with their names to hang coats and bags as they arrived at the nursery. We saw the older children sitting happily during snack time and chatting animatedly to each other. Children had a good relationship with their carers and were relaxed and happy in their company, often moving physically closer to them and seeking cuddles. They were engaged in their play and there were lots of smiles and giggles as children played and actively explored their environment, showing they were happy and confident. The children were familiar with the routines of the day, such as toileting and sitting down for food. Children smiled and appeared proud as they were praised for their efforts when completing a task, eating their food or for doing something well.

Children feel very safe, happy and valued at Meithrinfa Jac-Y-Do.

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

Children interact in a positive and polite manner with their peers and carers.

Children were relaxed during the visit and we saw positive interactions. During the second visit, children performed together on the stage in the over two's room, with one child singing a nursery rhyme confidently whilst others played with the self made instruments. We saw the children smiling and giggling at each other as they performed. Children in the baby room were looking at sensory bottles and one child confidently approached us, handing us the sensory bottle. During a cooking activity we saw children that sat patiently and waited their turn to measure and mix the ingredients. Children happily waited their turn to take part in a balloon painting activity with a staff member in the under two's room. During snack time, one child distributed the plastic cups and told the children, "*Here you are.*" All the children sat nicely together for snack time. We also saw two children taking part in imaginative play involving dinosaurs with one child telling another, "*Argh! Wow, run.*"

Children interact well with others.

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

Children are interested and excited in their play and learning.

Children of all ages were fully engaged in play during the inspection visit. We observed children enjoying adult-led activities and free play, such as outdoor play with ride on and push along toys, playing with plastic dinosaurs, dolls and jigsaws, role play in the kitchen, building with duplo and a painting activity. We observed younger children laughing and having fun exploring sensory bottles and sensory toys including building cubes as well as musical instruments. There was also a lot of laughter when older children were completing a building activity using junk materials. Children were self-motivated and fully absorbed in their chosen free play, both indoors and outdoors.

Children are enthusiastic in their play and learning.

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

Children are confident and motivated and are developing their individual skills.

Children were confident in choosing their play and developing their play independently although they were also supported to extend their play by staff. We saw, for example, a younger child hold onto the walker and moved a few steps independently using the walker. Older children's speech and language skills were well developed and children spoke to us clearly, asking what we were doing there and what we were writing. Children fed

themselves well using their hands or cutlery as was appropriate to their age. During snack and lunch time, children were chosen to distribute the plastic cups and plates. Children in the over two's room were provided with the opportunity to help themselves to water from the dispenser. Children were supported to put on their weatherproof all in ones and wellies before going outdoors to play. We found that children had some opportunities to become independent, for example children helped to pour their own drinks during snack time and were provided the opportunity to spread butter on their toast using a plastic knife; however, fruit provided had been chopped and staff distributed fruit rather than allowing opportunities to help themselves.

Children are developing well.

## **2. Care and Development**

### **Summary**

Staff are motivated, enthusiastic and effective practitioners. They are mostly consistent in following policies and procedures to support children's development and to keep them safe and healthy. Staff have a good understanding of the children's individual needs and effectively meet these needs.

### **Our findings**

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

Most staff implement a range of policies and procedures in order to keep children safe and healthy.

Most staff had attended child protection training and were aware of procedures to follow if they had concerns about a child in their care. Staff told us that they understood their responsibilities regarding safeguarding and knew who the designated person for safeguarding was.

Staff had a consistent approach to risk management and to promoting healthy lifestyles. We saw that staff regularly checked on sleeping children. Staff told us that outdoor play was an important part of the children's day. We observed children playing outdoors on both visits. Staff ensured sun cream had been applied to children and that they wore their sun hats before playing outdoors on the balcony. Most staff had valid food hygiene certificates. The service promoted healthy eating and snacks, which included fruit and toast. The nursery's menu included a selection of healthy freshly prepared meals and snacks at regular intervals. On the day of the visit we saw children eat cottage pie along with trifle for dessert. On the second visit we saw children being offered mango, banana, apple and wholemeal toast for morning snack along with milk or water to drink. During lunch time, we heard staff remind children of the need to be careful "*It's hot okay. Blow it. Be careful as it's hot.*" We did not see staff wipe tables with anti bacterial cleaner prior to food.

During our visit, we saw staff ensured that all children washed their hands prior to food as well as after visiting the toilet; however when we asked staff in the baby room, we were told that children only have their hands wiped after food and not prior to food.

During nappy changing, we saw one staff member follow the procedure outlined in the nappy changing policy. We observed another staff member change a nappy and found that the changing mat was not wiped and sanitised after changing the child.

Most staff keep children safe and healthy.

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

Staff work in line with the nursery's behaviour management policy and are consistent in their approach.

We saw many examples of staff implementing the behaviour policy effectively throughout the nursery. The staff were good role models and showed respect to each other and to the children. During our second visit, we heard staff remind children to say 'please' and 'thank you' as appropriate. At lunch time we heard lots of social interactions between the staff and children. Staff encouraged the children to use their knives and forks and praised them for their efforts, "*You're doing a good job.*" The atmosphere was friendly and relaxed and we did not hear the staff raise their voices. They consistently reminded children to share and take turns and gave explanations as to why, so that children knew what was expected of them. We did not see any disputes taking place during the visit.

Staff are effective at managing children's interactions.

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

Staff know, understand and meet children's individual needs.

Self-directed play was enhanced as staff asked open ended questions to extend the children's understanding and experiences. During a task in the over two's room, we saw staff extend the children's skills by encouraging them to count and name the colours of the ten plastic bears. Children and parents from Welsh-speaking homes were spoken with in Welsh. Leaders and staff provide the 'active offer' in relation to the Welsh language. We saw that they had also planned seasonal activities such as Dydd Santes Dwynwen and St David's Day. Staff interacted constantly with the children promoting the use of the Welsh language.

We looked at records and the children's learning journeys. Staff tracked the children's development and had recorded their achievements in line with the foundation phase areas of learning. We also saw a scrap book of photographs and various activities, however not all of those observations and activities had been dated. Staff communicated with parents on a daily basis. Staff stayed with the toddlers and older children when they were asleep after lunch. Staff told us that they respond to parental request with regard to sleeping routines.

Staff are efficient and experienced in promoting children's play, learning and development and meet their individual needs.



### **3. Environment**

#### **Summary**

The leader ensures that children are cared for in a safe and very stimulating, rich learning environment. She ensures that children have access to resources and an environment that is suited to their needs and that the environment is kept under review and continually developed.

#### **Our findings**

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

The staff ensure that children are cared for in a safe, clean and secure environment. They ensure that unnecessary risks to children are identified and reduced or removed.

We found that the nursery was secure as the front door was kept locked and no-one could access the premises without being admitted by staff. A visitors' book was in place. We saw one completed fire drill record; however this record was not dated and did not include actual number of children and staff. Leaders and staff had effective systems to identify risks. They completed daily checks on the premises and equipment and these were working documents. The leader told us that any broken toys were disposed of and replaced as soon as possible. A collection of broken toys were seen in the leader's room during the visit. The leader had ensured that there were risk assessments in place for all areas of the nursery as well as activities such as cooking. The leader had employed a member of staff to work in the kitchen and maintain cleanliness and good hygiene practices in this area. The nursery had been awarded a 5 rating from the Food Standards Agency, which reflects 'very good' standards of hygiene..

The leader is competent at ensuring the safety of the environment.

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

The indoor and outdoor play areas are welcoming, well-decorated and provide a rich environment for learning. There is sufficient space and facilities to meet the needs of different age groups and individual children.

The nursery has been purpose built. The leaders had made the outdoor play area a high priority and it was used as an integral part of the learning environment. The outdoor area allowed children to explore a range of play opportunities. The area contained a large grassed area, a sand and water tray, a mud kitchen as well as ride on toys. The leaders told us they have plans to further develop the outdoor area. The garden was used for both focused activities and children's free play. A yarded area was used for playing with wheeled toys. Children had name pegs to hang their coat and bag; however there was no

photograph as a visual aid for supporting children to recognise their name. Babies had space to crawl and explore in their room which featured low level mirrors and a sensory area including different textured materials, patterns and colours. The babies and children aged one to two years had access to an outdoor balcony. We saw children use this area during the visit. The leader was in the process of erecting an overhead canopy to allow a safe, shaded outdoor area for these children. The leaders had ensured that the environment was bright and welcoming and that children's work was on display throughout the nursery which created a good sense of security and belonging.

We saw staff use the lift to move children from the downstairs room to the upstairs room safely. Not all bins in the nursery had lids and we saw one child access the general waste bin in the nappy changing room.

The leader effectively ensures the suitability of the environment.

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

The leader ensures that children have access to furniture, equipment, toys and materials that are appropriate and suitable to their needs. Resources are clean and of good quality.

The leader had ensured that children of different ages had access to toys that suited their age and interests. We saw for example, children under two years old playing with large duplo blocks and dolls, babies playing with sensory toys and older children playing with play dough and vegetables in the role play area. There was an ample amount of resources for the children to choose from. The tables and chairs in each room were suited to the age of the children. The leader had ensured that the staff had a good supply of the resources that they needed to meet the children's needs promptly, such as tissues and nappy-changing resources. The staff had given children access to a range of resources to promote their curiosity, such as sensory bottles and bags.

The leader ensures that there are good quality resources and equipment available to the children and staff.

## **4. Leadership and Management**

### **Summary**

The leadership at the nursery is effective. Leaders have put policies and procedures in place with which staff are familiar and overall these translate into sound practice. Good partnerships have been made with parents and leaders are preparing for their first quality of care review.

### **Our findings**

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

Leaders have an understanding of the regulations and provide an accurate picture of the service that they provide. They have an understanding of what needs to be in place to effectively run the service. Leaders have developed well written documentation to support the smooth running of the centre and drive up good practice.

We saw that the statement of purpose sets out the overall aims and objectives of the service. The leaders were advised that the statement of purpose required a minor amendment regarding the numbers they are registered to care for, which was updated following inspection.

We found the paperwork to be very organised and the leader had obtained all the necessary information about the children in their care including parental consents for taking of photographs, outings and emergency treatment. Documentation regarding attendance, accident recording and administration of medication were in place; however recording the last dose of medication on the medication records was not in place and they did not keep a record of existing injuries. These were put in place during the inspection visit. Children registers were available in each room and staff signed in and out as they arrived and left the nursery. We found that staff do not always stay in the same room throughout the day and these did not always reflect the staff present in each room.

During our visit we saw a staff white board in the staff room which contained messages, ideas and any concerns the staff had. This was used as a communication tool and an opportunity to share ideas as well as be reflective of the practice. All staff spoken to during the inspection told us that they felt well supported personally and professionally by the leaders.

Leaders have developed effective leadership for the service.

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

Leaders are striving to make improvements to their service.

We found that the service had not started on the process of reviewing their service as of yet, however leaders were aware that a report on the quality of the service was required

annually. In discussion, the leaders told us that they were keen to improve the service and would listen to the views received. Leaders told us that they were always looking at areas to develop in order to improve and plan ahead for the next year. The leader made us aware that they planned on further developing the outdoor area during the year.

Leaders are in the process of reviewing the service to plan and make improvements.

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

Leaders ensure that the nursery is correctly and safely staffed.

Leaders had obtained a police check known as a Disclosure and Barring Service (DBS) check and had performed checks on new staff members, however; staff files were not in order on our first visit as not all documentation was included in the files. Leaders had updated these files and had ensured they included the relevant documentation by our second visit. Leaders had given staff an outline of their roles and responsibilities and staff showed that they knew what these were in practice. There was a thorough induction process where leaders had ensured that the staff had read relevant policies and procedures. Leaders told us that they had arrangements in place for staff absences to ensure minimal impact on the quality of care the children received. We did not view any staff supervision records during the first visit as they had not carried out formal one to one sessions with staff members; however two staff supervisions had been carried out by the second visit and remaining staff supervisions sessions had been scheduled to take place. Leaders held regular meetings to discuss staff performance and any other issues, such as the learning environment. We found that staffing ratios were upheld in each of the rooms. The responsible individual was supernumerary on the days that we visited.

Leaders manage staff and other resources sufficiently.

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

The leaders work in partnership with parents from the outset and maintain communication with them.

The leaders ensured that children were able to visit the service with their parents/carers before they commenced at the nursery. The parents/carers completed a registration form for their children. The forms contained valuable information including their child's routines and allergies which helped the staff to settle the children. Children's routines were also displayed in each room. Leaders had provided parents with a statement of purpose and copies of policies for them to be able to make an informed decision. A daily record is written noting what the children have eaten and drunk along with information on sleep and toileting, which they gave to the parents daily. They also provided verbal feedback when parents collected their children. Conversations that staff held with parents about the children's wellbeing and mood was reflective of their experience at the nursery. We spoke to parents who were positive about the nursery and the care they provided. We looked at completed parent questionnaires and the feedback was very positive, *"My son has developed loads since being there. His speech has greatly improved and it is very clear they spend time with*

*the children teaching them everyday. My son absolutely loves going there and the staff are so helpful and friendly.”*

Leaders have developed positive partnerships with parents.

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

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

None as this was their first inspection following registration.

### **5.2 Recommendations for improvement**

We recommend that:

- children's ideas are reflected within the planning of themes;
- infection control procedures are tightened;
- children's independence is further promoted;
- staff familiarise themselves with the nappy changing procedure;
- staff date children's work to show progression/regression;
- all bins have lids;
- children's photographs are added to their name pegs in order to promote name recognition;
- fire drill records show the actual date they were carried out along with number of children and staff present;
- all records are completed in ink and
- a record showing staff present in each room is kept.

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

This was a full inspection undertaken as part of our normal schedule of inspections.

- One inspector undertook a visit to the service on 23 and 25 May 2018 for a total of 11 hours;
- feedback was given to the responsible individual during the second visit;
- we inspected a sample of documentation and policies;
- we viewed the premises;
- we observed practice and completed observations;
- we spoke to the responsible individual, children, parents and staff

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

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

## 7. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Rhian Mann
Registered maximum number of places	40
Age range of children	8 weeks – 12 years
Opening hours	7:30am until 6pm, Monday to Friday
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	This was their first inspection following registration in August 2017.
Dates of this inspection visit(s)	23 & 25 May 2018
Is this a Flying Start service?	They offer 10 funded places for Flying Start
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 an '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:	