



Childcare Inspection Report on

Meithrinfa Babinogion Day Nursery

**Cae Llenor
Wellington Terrace
Caernarfon
LL55 2HH**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

16/04/2019

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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 Babinogion Day Nursery is located in the town of Caernarfon, Gwynedd. The service provides care for a maximum of 54 children aged under 12 years and is open Monday to Friday 07.30 – 18.00 hours, bank holidays excepted. The registered person is Gwenan Williams with both Gwenan Williams and Sian Williams sharing the role of the persons in charge of the day to day running. The 'Active Offer' of the Welsh language is provided with all staff employed speaking both Welsh and English.

Summary

Theme	Rating
<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

1. Overall assessment

Children are happy, relaxed and have positive interactions with each other and staff. Staff are caring and provide a stimulating and supportive environment where children enjoy their play and learning experiences. Leaders ensure the service is safe with resources and equipment suiting children's ages and stages of development. Leaders manage the service well. They have created a positive ethos within the service and established a staff team who have clear roles and responsibilities. Leaders ensure they work in partnership with parents, professionals and the wider community for the benefit of children.

2. Improvements

This is the service's first inspection since registration in April 2018. Improvements to date include;

- Addressing issues raised at their registration visit to make sure the environment is safe;
- developing the outside area to provide children with a greater range of play and learning experiences to promote their natural curiosity to learn, and
- staff have attended training and courses to ensure they keep up to date in their knowledge of caring for the children.

3. Requirements and recommendations

Two recommendations only have been made in relation to care and development.

1. Well-being

Summary

Children feel safe and happy and enjoy their time at the service. They are confident and familiar with the daily routine and have formed positive relationships with their friends and staff. Children make choices and are developing their self help and physical skills well.

Our findings

Children had a strong voice and were listened to at all times. They chose freely from a range of activities and decided with whom they would like to play. For example, some children sat together and watched a film they liked whilst those who were not interested played nearby in the home corner. Children made their choices known, with younger ones who were still developing their speech pointing and babbling at something they wanted. All attempts at communication were responded to positively by staff such as when a youngster pointed at a piece of fruit saying only 'hwanna' (that), the piece of fruit was given to the child.

Children had settled well and were content. Some were eager to talk to us and told us they liked going downstairs to eat their tea and particularly liked it when they had crackers to eat. They confidently showed us photographs of their day out in Gypsy Wood the day before, smiling as they recollected being given their ticket to go on the train ride. Children felt a sense of belonging as lots of their craft creations were displayed in their individual playrooms and they had pegs to hang their coats and bags. They knew what they had to say was important as staff quickly offered assistance when children needed to use the toilet or wanted a drink of water. Children were forming positive friendships with each other and staff, for example they played and made up imaginary games together with children who wanted comforting being cuddled gently by a staff member.

Children interacted well with each other and understood the rules of behaviour, such as sharing items of play and being kind to each other. They listened to instruction well and put on their coats before going out to play and carefully walked downstairs to eat their tea. Children gave each other time to choose a particular song during song time, showing respect towards each other.

Children of all ages were fully engaged in activities. They had extended periods of child initiated, uninterrupted play alongside other children as toys and resources were in plentiful supply. For example, older children enjoyed riding different wheeled toys outdoors and younger children sat together and made items out of different sized magnetic shapes. One child told staff she was making an elephant and used the triangular shaped pieces for the elephant's ears. Children were busy and interested in the activities and happy to involve their friends in play. For example, younger children joined together to build a tower of large square blocks and then smiled as they knocked them down. Another child made a bee line for his favourite activity and was in his element driving a toy van.

Children had a wide range of experiences which promoted their all round development. Children knew where to find an item of play as areas of interest were well set out and resources were within their reach. They took care of their personal needs and used the toilet and hand washing facilities on their own, or when needed were supported by a staff member. Children's linguistic skills and learning were enhanced as they were heard having many conversations with each other, staff and us. Younger children had fun whilst developing their physical skills and enjoyed singing and dancing to music. Following the keep fit session they were encouraged to drink some water whilst they sat and cooled down. Children had plenty of opportunity to use their imagination such as in the home corner indoors and the mud kitchen outside. Their interest in nature and the natural world was extended through making butterfly feeders and children told us they had painted bird boxes to be put outside so they could watch the birds.

2. Care and Development

Summary

Staff understand and follow the service's policies in keeping children safe and healthy. They have warm and caring relationships with the children and provide a variety of play opportunities to promote their all round development. Staff know the children very well and meet their individual needs.

Our findings

Staff knew what to do should they have a concern about a child showing they understood the service's child protection policy. Safe procedures were followed with accident, incident and medication records completed and signed by parents. However, although staff would inform a parent if their child sustained a head injury at the time of the incident, this was not always recorded within the accident record. In so doing, staff would have a clear record of the action taken following such an event. Staff held current Paediatric First Aid certificates and could manage minor injuries and should know what to do if any prompt action was required. Staff promoted healthy practices with nutritious food and drink provided and making sure tables were wiped before and after mealtimes. Good hygiene practices were in place as nappy change procedures followed current guidance on managing cross infection. Staff provided children with opportunities to play outdoors in the fresh air and planned activities indoors to enable children to be physically active.

Staff followed the service's behaviour management policy and modelled positive behaviour well. There was no confusion in the way they managed behaviour as they were consistent in their approach. Staff were heard encouraging children to share or reminding children to say please and thank you, making sure they praised children for being kind and showing good manners. Staff were gentle in their approach and showed genuine warmth and affection towards the children which was reflected in the way children behaved towards each other and staff.

Staff planned a variety of play and learning activities for children which enabled them to develop a range of skills. For example, a two week holiday plan had been completed for older children which included trips away from the service and visiting the local library. Staff extended language skills by sitting next to children and talking about topics of interest or helping younger children count and identify different colours. Staff encouraged children's creativity and imagination by planning activities such as making a treasure map and pirate hats in line with the current pirate theme. They promoted a sense of fun and enthusiastically joined children in the song and movement music played, making sure children enjoyed the activity with both staff and children laughing and smiling alongside each other. Through discussion with staff we found they were familiar with the needs and stages of development of the children in their care, and based children's learning from the time they started. This was possible through the service's settling in process, with parents and staff being able to discuss the child's needs and preferences as well as formally recording the information for

reference. We saw this in practice, with a child's sleeping and food preferences followed meaning the child's individual needs were being met. Staff recorded children's development and planned appropriate and varied daily activities suiting the children and their ages. However, staff could record more information in relation to how they use their observations to plan for each child's future milestones. Staff were happy, confident and relaxed; they worked as a team and had experience and sound knowledge of child development.

3. Environment

Summary

Children are cared for in a stimulating and secure child centred environment providing them with a positive ethos for play and learning. Effective procedures are followed to ensure children are kept safe and resources are clean and of good quality.

Our findings

Leaders ensured the environment was secure and had established procedures to keep children safe. There was a secure system to restrict access to the service; doors were locked and we were asked to sign the visitor's book, meaning leaders ensured no unauthorised persons could access the premises. Leaders maintained written risk assessments which were updated as and when needed and fire drills were undertaken regularly to ensure staff and children were familiar with the routine. Operational procedures were in place for visits away from the service showing leaders were committed to ensuring the children's safety at all times. Leaders had considered potential risk to children being cared for on different levels within the service, making sure windows were secure and safety gates in place for both the top and bottom of the stairs. Leaders ensured children were well supervised as was seen during our visit.

Leaders provided a comfortable and stimulating environment enabling children to develop and grow. They ensured children had sufficient space indoors and outdoors to move around and be active. For example, children had a designated soft play room inside. Outdoors was designed and set out to encourage children's natural curiosity to learn and promoted physical and imaginary play. Leaders ensured the environment was welcoming with children's craft work displayed in their respective playrooms, making them feel at home. Leaders made sure babies had their own sleep room and one of the playrooms served as a sleeping room for toddlers, both rooms being quiet and calm enabling children to relax. All areas within the service were light, bright, airy and clean and facilities, such as suitably sized sinks and toilets promoted children's independence.

Leaders ensured resources and equipment supported the development of children's skills and knowledge. For example, a raised flower bed outdoors enabled children to learn about gardening and children enjoyed riding their wheeled toys up and down the slightly inclined path. Younger children practicing their walking skills used pushalong toys to balance and succeeded in fitting different shapes into a shape sorter. Furniture for all children was appropriately sized in each of the playrooms, enabling children to sit safely and comfortably. Leaders considered and successfully implemented resources promoting children's natural curiosity to learn and develop. For example there were a selection of toys in the baby room to develop their senses. Play apparatus both outdoors and in the soft play room promoted good physical skills and resources in the home corner and mud kitchen encouraged children to use their imagination. Leaders provided children with a wide range

of natural, recycled and household items for craft work and modelling purposes which promoted an ethos of sustainability within the service. Leaders had established procedures to ensure resources were clean and any in disrepair were removed.

4. Leadership and Management

Summary

Leaders have created a positive ethos within the service and established a staff team who have clear roles and responsibilities and deliver quality care to the children. There are effective partnerships in place with parents, professionals and the local community and leaders monitor the overall performance of the service and make improvements where needed.

Our findings

Leaders have a sound understanding of current best practice and lead the service effectively. Leaders ensured parents were given the required information before their child started so they could decide whether the service suited their and their child's needs. Leaders ensured staff understood their roles and the importance of maintaining the required daily records and were knowledgeable about each child's needs and preferences. Leaders communicated their vision for the service well by looking at and implementing procedures to raise standards and to promote safe practices. For example, they reviewed risk assessments regularly and updated policies to reflect current changes and guidance pertinent to children's care. Paperwork was bi-lingual and staff spoke Welsh, meaning leaders provided parents and children with the Welsh language 'Active Offer'.

Leaders made positive changes in order to move the service forward. They assessed their service annually, making sure feedback from children, staff and parents was considered and where possible addressed. Within the service's annual quality of care report, leaders evidenced their positive changes to date including improving communication with parents. Parents are now invited to join their child for settling in sessions during their transition to their next playroom and menus are now prepared in line with advice provided by the Public Health Dietician for Gwynedd and Anglesey. These are good examples showing leaders are committed to ensuring improvements are continually made for the children's benefit.

Leaders were well organised in the management of the service. They had an established induction process making sure staff read and understood the service's policies and procedures when they started. Leaders kept staff well informed of changes as they arose, such as during staff meetings and were on hand daily to provide support. Staff files examined complied with regulation and evidenced staff received supervision and annual appraisal. Staff told us they enjoyed working at the service and felt they could approach leaders to talk to them if needed and were supported in their roles. Leaders encouraged staff to attend training and courses in relation to caring for children and made sure staff were effectively deployed.

Leaders ensured parents were provided with information about their child's key worker who provided them with both written and verbal feedback about their child's time at the service. Leaders kept parents informed of changes and relevant information through the service's

social media page with a new service web page due to be launched later in the month. Leaders made sure children experienced the world around them by organising trips and walks away from the service. Leaders worked closely with professionals to improve outcomes for children and were currently working towards completing the Healthy and Sustainable Pre-School Scheme.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

Leaders could consider;

- Recording in more detail how staff use their observations to plan for each child's future play and learning and
- keep a record of conversations with parents should a child sustain a head injury.

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 16 April 2019 from 12.49 – 18.10 hours.

We:

- Observed practice and children's engagement and the care being provided by staff;
- spoke to the children, staff and both persons in charge;
- looked at a wide range of records including the statement of purpose, policies, procedures, three children's records and five staff files
- inspected the premises and the quality of toys and resources, and
- provided detailed feedback to the registered person.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Childrens Day Care Full Day Care
Registered Person	Gwenan Williams
Persons in charge	Sian Williams Gwenan Williams
Registered maximum number of places	54
Age range of children	3 months to 12 years
Opening hours	Monday to Friday 07.30 – 18.00 hours
Operating Language of the service	Welsh and English
Date of previous Care Inspectorate Wales inspection	First inspection since registration in April 2018
Dates of this inspection visit(s)	16 April 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 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:	

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