



Childcare Inspection Report on

Caban Cegin

**Ysgol Glancegin
Maesgeirchen
Bangor
LL57 1ST**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

08/05/2019

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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

Caban Cegin is registered to provide care for 73 children under the age of 12 years and opens Monday to Friday from 09.00 – 18.00 hours during school term time. The premises are sited next to Ysgol Glancegin, Bangor. The service offers places for children aged 2 – 4 years including those who are eligible through the Local Authority's Early Years Entitlement and Flying Start scheme.

Lowri Griffith is the Responsible Individual with both Lowri Griffith and Kerry Griffiths being the persons in charge of the service's day to day running. This service provides the Welsh Language 'Active Offer'.

Summary

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

1. Overall assessment

Children feel safe, happy and enjoy their time at the service. They are confident and familiar with the daily routine and formed positive relationships with their friends and staff. Staff know the children well. They provide a wide range of stimulating and interesting play opportunities to promote the children's all round development, with a strong emphasis on promoting positive interactions. Leaders ensure the environment is safe, welcoming and clean with areas of interest well set out, both inside and outdoors, promoting the children's natural curiosity to learn. Leaders have established a staff team who have clear roles and responsibilities. Leaders generally have a good understanding of how to manage the service but some improvement is needed in order to fully comply with regulation.

2. Improvements

This service was registered in April 2018 and has not to date fully completed an annual review of the service's quality of care. However, since registration leaders have developed the outdoor playing areas for the children's benefit.

3. Requirements and recommendations

We found the service did not meet legal requirements relating to not informing us of staff changes or significant events, staff files not being complete and staff not receiving individual supervision. We found on this occasion, these did not affect the care of children so we did not issue non compliance notices. We have brought these areas for improvement to the attention of the responsible individual.

Recommendations were made in relation to care and development and the environment.

1. Well-being

Good

Summary

Children feel safe, happy and enjoy their time at the service. They are confident and familiar with the daily routine and formed positive relationships with their friends and staff. They make choices about what they want to do or with whom they want to play and are developing their independence and self help skills well.

Our findings

Children communicated well and confidently made choices about their play and activities. For example, some experimented with the play dough and others enjoyed building and construction. Children approached staff with ease to talk about something of interest to them and were responded to positively by staff at all times. Older children told us staff had provided them with resources they had requested, showing their views and ideas were listened to. Children accessed resources of their choice as toys and equipment were set out to encourage them to choose for themselves.

Children were well settled and familiar with the daily routine. For example, children were eager and confident to talk to us and children changing rooms after lunch happily went to get their coats and bags before being escorted to their afternoon playroom. Children felt secure as when they were upset they were quickly reassured by a staff member and happy to re-join their friends at play. Children were forming friendships and proudly told us this is 'my friend', both smiling at each other before running off to play. Older children told us they could approach any staff member if they were worried and staff always respected their privacy. For example, if they wanted to talk in private they could discuss the matter in the reception area so other children could not hear. Children felt valued as their craft creations were displayed in their playrooms.

Children were successfully learning how to interact positively, for example they took turns when playing and used good manners, saying please and thank you. Children listened well to instruction and when asked, were happy to help staff hold up the different props used during song time. Older children told us their rules of behaviour which they had displayed in their playroom. They commented the rules were the same as they had in school therefore they all knew them well.

Children enjoyed their child and adult led play and learning experiences. Younger children were excited to hide under the parachute outdoors whilst their friends and staff held tight to the parachute as it was a little windy. Pre school children smiled broadly during circle time when staff showed off their dinosaur paintings and during the afternoon session their interest was sustained playing a game of 'dinosaur bingo'. In playing the game they were

eager to complete their bingo board whilst learning to count and identify colours. Older children created different designs and patterns with hama beads and were pleased with their efforts of constructing an exceptionally tall tower. Children excitedly joined in with different songs and movements and listened attentively to a story.

Children were developing their independence and learning different skills. For example, they washed their hands after using the toilet and had plenty of opportunity to develop physical skills during outdoor play. Children followed their own interests and were heard making up stories as they pretended a toy dinosaur had 'escaped' and several children enjoyed making meals and drinks for us in the home corner. Children were learning about good health through having opportunities to brush their teeth and eating nutritious snacks.

2. Care and Development

Good

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 varied choice of play and learning opportunities to promote each child's all round development. Staff successfully promote positive actions; know the children well and meet their individual needs.

Our findings

Staff had established sound systems which promoted healthy lifestyles and kept children safe. We discussed the safeguarding policy with staff who told us what they would do should they be concerned about a child. Staff followed the service's procedures in relation to recording accidents, incidents and medication. Most parents signed to acknowledge the entries on the day of the incident with staff placing accident slips in their child's bag for parents unable to collect their child themselves. Although this procedure informed parents of an injury on the day of the incident, the accident slip did not clearly record the details of the accident in full. Staff held current Paediatric First Aid certificates and could manage minor injuries and knew what to do if any prompt action was required. Staff promoted healthy practices with nutritious snacks and drinks provided and making sure children regularly spent time in the fresh air.

Staff successfully promoted and consistently followed the service's policy in promoting positive interactions. Strategies of distraction used during circle time to gain children's attention were highly effective as children stopped talking and listened to what was being said. Staff were heard encouraging children to share and never missed an opportunity of praising children for doing something well, showing kindness towards a friend or helping when asked. The established daily routines kept children occupied and busy resulting in the play sessions running smoothly. Staff ensured older children were involved in forming their own rules of behaviour which were agreed and understood by both parties. Staff were good role models, showing genuine warmth and affection towards the children which was reflected in the way children positively interacted with each other and staff.

Staff planned a variety of play and learning activities for children which enabled them to develop a range of skills. 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. They implemented effective procedures when caring for children with additional needs, making sure learning plans were followed. Detailed development records were kept for most children which evidenced staff used their observations to plan for children's future play and learning. Staff made sure children were motivated and interested in their play, both indoors and outside. For example, they enthusiastically supported children's learning by sitting next to them and talking about what

they were doing and actively joined in with the songs and movements during circle time. Staff drew on their knowledge and experience when planning for activities to support and promote children's development and made learning fun. For example, children enjoyed their dinosaur themed activities. They learned the names of the different dinosaurs, counting and recognising different colours. Staff were happy, confident and relaxed; they worked well as a team, promoted children's all round development and ensured they met children's individual needs.

3. Environment

Good

Summary

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

Our findings

Leaders ensured the premises were secure and had established procedures to keep children safe. There was a secure system to restrict access to the service; doors were locked, outdoor areas enclosed and a visitor's book signed, meaning leaders ensured no unauthorised persons could access the premises. Leaders maintained written risk assessments which were updated as and when needed with fire drills undertaken regularly to make sure all staff and children were familiar with the routine.

Leaders ensured children were cared for in their age based playrooms with each of the three playrooms located in a portacabin within a short walk from each other. All three cabins had their own facilities including toilets, hand washing basins and a nappy change area. Each playroom was spacious with areas of learning set out well to promote children's independence. There were well equipped and defined areas and children's craft work was on display, making the environment homely for them. The outdoor enclosed areas provided a rich environment for children to learn through play, such as riding bikes, water play, mud kitchen and imaginary play. The whole environment was light, bright, airy and clean and provided children with a range of opportunities to investigate and explore and encouraged them to learn through play.

Leaders ensured resources and equipment were clean and in good repair. The choice of resources stimulated and encouraged children to follow their interests and develop different skills. For example, children were developing their balancing and pedalling techniques on the ride on toys outdoors; they had planted and were growing different herbs and developing their imaginary play through dressing up or playing in the home corner. Resources were varied and stimulating and children were supported to understand elements of different cultures and festivals, such as celebrating St David's Day, Diwali and the Chinese New Year. Leaders made sure children had a range of household and natural resources which could be used in different activities, such as pans in the mud kitchen and small slate pieces which could be scooped and transported using different toy trucks and diggers. Equipment generally suited children's ages. For example older children told us they could sit comfortably on the settees in their playroom but their chairs and tables did not suit all of them as they were too low.

4. Leadership and Management

Good

Summary

Leaders understand their roles and what needs to be in place in order to manage the service, however some aspects need improvement in order to fully meet with standards and regulations. Leaders support staff and encourage them to attend courses relevant to the children's care. There are positive partnerships with parents, the school, professionals and the wider community and leaders ensure there are some systems in place to monitor the service.

Our findings

Leaders generally understood their role in managing the service. They ensured the service's statement of purpose was accurate and provided parents with the information they needed in order to decide whether the service met their and their child's needs. Leaders actively supported staff by meeting with them as a group each week to share information and to discuss the weekly timetable of events, making sure staff knew what was expected of them. All paperwork was bi lingual and staff spoke Welsh, meaning leaders provided parents and children with the Welsh Language 'Active Offer'. Leaders ensured necessary records were maintained and staff accurately recorded their and the children's daily attendance. Leaders had informed us of the change in the ages of children being cared for at the service but had not notified us of significant events and staff changes.

Leaders made positive changes in order to move the service forward. For example, since registration they had developed the outside areas for the children's benefit. Leaders had established an ongoing self assessment document for part of the service but this needed further developing to encompass the whole service. Older children told us their views had been considered when they requested different resources which leaders had been quick to address. Parents had been issued with questionnaires to provide their feedback, giving leaders an opportunity to address matters raised.

Leaders generally followed safe and timely recruitment processes but this was not the case in relation to the three staff files we examined. Although all three held current Disclosure and Barring Service certificates some of the required suitability checks had not yet been completed. Leaders had ensured staff received annual appraisal but there was no written evidence to show each staff member received individual supervision. Leaders supported and encouraged staff to attend training and courses with most staff having completed Paediatric First Aid training. Staff told us they could approach leaders to discuss matters of importance at any time and leaders would always listen and attend to matters needing to be addressed.

Leaders had established good partnerships with parents, the school and the community. Parents provided written information about their child before placement and leaders

ensured these important details were shared with staff in relation to each child's needs and preferences. Leaders appreciated the input from the Local Authority's Early Years Advisory teacher and Flying Start officers which led to improvements being made in relation to implementing the Foundation Phase of Play and Learning and Flying Start scheme. Leaders worked closely with parents and professionals to ensure children with additional needs received the care they needed. Leaders made sure their partnership with the local primary school continued for the children's benefit. For example, children due to start school were given taster sessions at the primary school beforehand. Leaders also provided teachers with a formal hand over of the children's development before the end of the summer term. Older children told us a visit was planned for them all to walk to a local shop to buy an ice cream which they were looking forward to and demonstrated leaders actively looked at ways where children felt a part of their community.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None – first inspection

5.2 Areas of non compliance from this inspection

We informed the persons in charge they were not compliant with the following regulations within The Child Minding and Day Care (Wales) Regulations 2010. However as we did not find evidence, on this occasion, that the well-being of children was affected, we did not issue non compliance notices but the responsible individual must take steps to address these matters.

Regulation 28 of The Child Minding and Day Care (Wales) Regulations 2010 – staff files must contain the relevant suitability checks which should be in place before they start employment;

Regulation 29 of The Child Minding and Day Care (Wales) Regulations 2010 – all staff must receive regular and individual supervision during the year, and

Regulation 31 of The Child Minding and Day Care (Wales) Regulations 2010 – we must be notified of any changes at the service within 14 days of the change occurring, these include staff changes or any significant event.

5.3 Recommendations for improvement

Leaders could consider;

- Completing the service's established accident record forms to ensure all parents have a clear understanding of their child's injury;
- developing the service's annual quality of care review to include the whole service, and
- providing older children with tables and chairs suiting their ages.

6. How we undertook this inspection

This inspection was undertaken as part of our normal schedule of inspections. One inspector undertook an unannounced visit on 08 May 2019 from 12.00 to 17.15 hours.

We;

- considered the service's registration report before planning the inspection;
- inspected a sample of records, documentation and policies, these included the statement of purpose, risk assessments, child protection, complaints and behaviour management policies;
- scrutinised three staff and three children's files;
- looked at the areas used by children and the resources on the day of our inspection;
- observed children and the care they received;
- spoke to children, the person in charge and staff, and
- provided detailed feedback to the persons in charge of our findings.

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
Responsible Individual	Lowri Griffith
Persons in charge	Kerry Griffiths Lowri Griffith
Registered maximum number of places	73
Age range of children	2 – 11 years
Opening hours	09.00 – 18.00 hours, Monday to Friday during school term time.
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	Registered in April 2018
Dates of this inspection visit	08 May 2019
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	Yes 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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