



Childcare Inspection Report on

Meithrinfa Chwarae Teg Nursery Abergele

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Date of Publication

Friday, 16 November 2018

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Description of the service

Meithrinfa Chwarae Teg Nursery, Abergele is registered to care for sixty-four children under the age of 12 years, at any one time. The nursery is open Monday to Friday from 07.00 – 18.00, throughout the year except for bank holidays. Appointed responsible individuals manage the nursery on behalf of the registered company, Barcallan Ltd, and Samantha Williams is the person in charge of day to day operations. The main language of the service is English and at present they do not provide an 'Active Offer' of the Welsh language. The services offers flying start funded places.

Summary of our findings

1. Overall assessment

Children attending the service are happy settled and engaged in what is going on around them. They make positive choices about how they spend their time and are cared for by staff who are aware of their individual needs. Staff are supported to work in line with the service's policies and procedures and implement these positively to ensure children's safety and wellbeing. The environment is comfortable and meets children's needs well. Leaders are pro-active and implement changes when required.

2. Improvements

Leaders have taken action to meet with non-compliance notices issued at the last inspection by;

- gathering the required information missing from staff files;
- before children go out to play staff check the area to ensure it is safe;
- ensuring accident and incident forms are signed by parents;
- updating the complaints policy to contain information on the process to be followed if parents wish to make a complaint or have a concern; and,
- holiday club activities are planned to reflect the children's ages and interests.

3. Requirements and recommendations

We found the service did not meet with legal requirements in relation to ensuring medical records were always completed fully. We found no evidence on the day that this affected the care of the children; therefore we have brought this to the attention of the responsible individual and told them this must be addressed.

We made recommendations in relation to the lay out of the play rooms and activity planning and leaders to support staff to be confident in their responsibilities in relation to safeguarding.

1. Well-being

Summary

Children enjoy taking part in what is going on around them. They know their views will be listened to and they influence how they spend their time. Children know what is expected of them and they have some opportunities to complete tasks for themselves and do so confidently.

Our findings

1.1 To what extent do children have a voice?

Children have a voice at the service.

Children positively influenced how they spent their time. Children's views were listened to, they asked if they could build dens and they were supported and encouraged to do so. They enjoyed deciding what resources they were going to use and we saw them hanging sheets and building walls with boxes. Whilst playing outside children chose if they wanted to play alone or alongside others. They moved freely from one activity to another, for example, some played on the slide, later deciding to join staff at the garden table where they completed a counting activity. Children knew and made the most of the options available to them.

Children make positive decisions about how they spend their time and contribute appropriately to ideas.

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

Children feel safe and secure.

Children were happy and content to get involved in what was going on, they were busy and occupied and those caring for them knew the activities they enjoyed, for example children were occupied by resources and games the staff had chosen due to preferences. Children benefited and were familiar with the routine; singing songs enthusiastically and receiving praise for finding the corresponding toy to the song. They approached staff when they were tired and were comforted. Children were gaining a sense of belonging, for example, a child said they enjoyed painting alongside a member of staff they collected the resources and set up the activity. Children arrived happily and immediately got involved in what was going on because they were well supported.

Children have strong bonds of affection with those around them which enables them to enjoy their play and learning experiences.

1.3 How well do children interact?

Children interact well with all those around them.

Children enjoyed being with their friends and staff. A group of children gathered to look at a small spider, they were fascinated and engrossed in watching the spider, but understood the feelings and emotions of others, respecting others wishes who did not want to touch the spider. Children ran and chased each other whilst out in the garden, with lots of smiles and laughter exchanged. Older children enjoyed a game of table football; we saw friendly competitiveness, all of them cheered each other along with this play later extending to a game of football in the garden.

Children are learning to positively manage their behaviour and are sensitive and respectful towards each other.

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

Children engage in play based activities and are active and curious learners.

Children were highly motivated and engaged in a variety of free play and structured activities. Busier times were interspersed with quieter times; children sat with staff and played a counting game, staff asked '*shall we play this one? Do you like this game*' showing they knew the children's preferences well. Meaning children had choice and control over their play and learning Children were positively engaged and received regular encouragement; they were congratulated when they successfully completed the task at hand, such as when they all gathered for circle time. However, there were occasions when children became restless and bored as a result of having to wait for staff to make resources available as they were stored out of children's reach. Children's play and learning experiences could be enhanced by making sure resources were easily accessible to them

Overall, Children enjoy positive play experiences which support them to learn and grow.

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

Children are confident and independent.

Children benefited from a variety of experiences that enabled them to gain a good range of skills. Children showed initiative to complete tasks for themselves; they responded well when asked to keep resources and did so enthusiastically. Children had many opportunities to develop their craft work skills with many examples of their achievements noted in their development record books. Self help skills were positively promoted but could be extended further. Children were eager to be chosen as 'helper of the day' and all shouted 'yes' when asked who wanted to help. They confidently distributed plates and helped prepare for snack time. Children chatted together during snack time learning and developing socially acceptable behaviours during meal times.

Children are acquiring effective skills to become independent.

2. Care and Development

Summary

Staff have an understanding of how to enhance children's overall wellbeing and a sound knowledge of how to keep children, safe and healthy. They manage interactions positively and strive to meet individual needs through planning activities children will enjoy and encourage older children determine how they spend their time.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are familiar with their roles and responsibilities to keep children safe and healthy.

Staff ensured infection control was well considered by supporting the children to wash their hands and following the recommended nappy changing procedure. A dedicated cook prepared all meals and implemented a rotating menu available for parents to view if wanted. Snack consisted of a selection of fruit with a choice of milk or water to drink. Staff ensured children had regular access to drinking water, but did allow children to drink sugary drinks if supplied by parents. Staff supported children to enjoy regular opportunities to play out in the fresh air; we saw them playing outside in the large back garden and later we saw older children enjoying playing in the front garden. Staff used their first aid training appropriately keeping signed records of when accidents had occurred and what first aid was administered up to date. We viewed a sample of accident and incident records and all seen had been completed fully. We found medication records to be incomplete. This was discussed with the responsible individual and must be addressed.

Staff competently support children's wellbeing and keep them safe.

2.2 How well do practitioners manage interactions?

Staff make expectations of behaviour clear to children.

Staff provided routine and consistency, positive behaviour was promoted and they were congratulated for their, meaning children knew what was expected of them. Staff asked a child if they had washed their hands in preparation for snack, when the child proudly showed them, they enthusiastically said '*well done they are nice and shiny*'. Through discussion and negotiation staff encouraged older children to take responsibility for their own behaviour. For example, through encouraging children to apologise when their actions had upset others. Staff clearly explained and enabled all to move on positively.

Staff successfully manage behaviour; having regard for the age and child's stage of development.

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

Staff provide a nurturing and caring atmosphere and meets individual needs.

Staff plan activities on a weekly basis, but sometimes find it difficult to complete the tasks in in preparation for the following week. We found weekly planning had not been completed for the week ahead due to a busy morning and staff being occupied by other tasks. We saw evidence of past planning and found that staff encouraged children's curiosity and planned a variety of topics which encompassed a wide range of experiences. Staff were confident and relaxed in the delivery of the daily routine which met children's needs and provided them with stability and a sense of security. Staff track children's progress and evidence this within observation books which are shared with parents. At present the key worker system was not being fully implemented due to staffing changes and a change in the children attending due to it being the start of the academic year.

Staff generally keep children busy and occupied and positively promote their play and learning.

3. Environment

Summary

Leaders provide a clean and welcoming environment. Unnecessary risks to children's safety are identified and well managed through completion of risks assessments. Resources available are appropriate and suitable for children's needs.

Our findings

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

Leaders ensure children are cared for in a safe, clean and secure environment.

Risk assessments had been updated and daily safety checks were completed. Window restrictors had been fitted to upstairs windows and safety gates located at appropriate locations within the building. Fire drills had been completed. Doors were locked, and were opened by staff only, and CCTV cameras monitored who entered the building. A record of visitors was kept and a register of staff and children present kept. Leaders regularly discuss changes required with staff to ensure children are always safe, for example, specific risk assessment have been introduced for staff to complete when taking children on outings and procedure changes when children are picked up from schools.

Risk management is effective and leaders ensure everyone is aware of their responsibilities.

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

Leaders ensure the premises are comfortable and inviting.

The rooms used were comfortable and bright with ample space for children to play. The walls displayed children's colourful artwork, celebrating their achievements and giving them a sense of pride in their achievements. Playrooms reflected the ages of the children using them. For example, older children had access to computer games, a large sofa and table football. When playing outside there was access to a large summer house where children could enjoy craft activities and also relax in the sheltered area.

The environment effectively meets children's needs.

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

Resources are of appropriate quality and reflect the ages of the children.

Toys and equipment seen were of good quality and suitable to the children's ages. Leaders ensured there was good access to sleeping equipment, comfortable seating and low level tables and chairs for the children. During circle time they had comfortable cushions to sit on. Leaders are aware of how to keep resources and the environment clean in accordance

with infection control principles. They employ a cleaner each evening and staff share day to day cleaning to ensure it remains suitable for the children.

Leaders ensure children have access to a wide range of good quality resources that ensure children have a variety of choice.

4. Leadership and Management

Summary

Leaders are conscientious, diligent and they endeavour to support staff to provide children with quality care. The service is evaluated and parents value the care their children receive.

Our findings

4.1 How effective is leadership?

Leaders are proactive and take action when required.

Leaders had acted on most of the recommendations made at the last inspection, such as ensuring all required documentation was available on staff files. Leaders communicate their high expectations through regular team meetings and strive to ensure the service complies with all relevant regulations and National Minimum Standards. They maintain an up to date statement of purpose, and implement changes as and when required. For example, the language of the service needed to be updated and this was done promptly following the inspection to accurately reflect how the service operates at present.

Leaders take action when required and have a clear vision for the service that they convey effectively to others.

4.2 How effective is self evaluation and planning for improvement?

Leaders undertake self-evaluation of the service and report on the findings.

Leaders had gathered and presented detailed evidence on how the service had preformed between 2016 – 2017. The comments received by parents were positive and children whom we spoke to told us they enjoyed attending. The report was detailed and reflected how the leaders planned to take action to ensure the service continued to move forward, for example, plans on how they hoped to update the environment. Leaders had highlighted they wanted to develop the rear garden into an outdoor classroom and intended to purchase resources to enable staff training. Leaders intended to look at improved storage to improve children's access to toys, such as low level shelving which would allow children more free choice.

Leaders consistently reflect on how the service operates and make plans for the future.

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

Leaders have improved their support of staff.

Staff work effectively as a team and support each other to fulfil their roles. Safeguarding of children is at the heart of the recruitment process, fitness checks are updated and leaders implement an effective induction process. Staff were deployed effectively, they were supported to take breaks and ensure continuity of care for the children. Leaders offer

supervision and annual appraisals and staff told us they felt supported in their roles. Annual appraisals provided staff with opportunities to reflect on performance and identify future learning needs and increased staff's confidence in their ability, setting realistic targets. Leaders had ensured staff was prepared for inspection and most of the required documentation was available upon request.

Leaders are visible and manage staff in a supportive and encouraging way.

4.4 How effective are partnerships?

Leaders have established effective partnerships and work well with parents.

Parents are kept informed of what their child does whilst at the nursery. There was ample photo evidence of children taking part in different activities, these were displayed on the walls for parents to see and are also sent home in the children's observation books. There was an informative notice board by the main entrance, the information was updated regularly and kept parents informed about all aspects of its work. Leaders respond to feedback and suggestions by parents and had established trust and clear communication. The service provides some funded places through the Welsh Government's 'Flying Start' scheme evidencing they have positive links with partner agencies to promote good outcomes for children.

Leaders work successfully with parents and partner agencies to provide effective care for children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We informed the responsible individual that they were non compliant with the following regulations of The Child Minding and Day Care Regulations (Wales) 2010;

Regulation 24; medical records seen were incomplete, the responsible individual must promote and protect the health of relevant children and ensure all required documentation is completed fully to promote children's safety and well being at all times.

Leaders to consider:

- storing resources at a level accessible to children, to enable them to access toys independently;
- encouraging and allowing children additional opportunities to complete tasks for themselves;
- limiting children's intake of sugary drinks;
- supporting staff to ensure they have time to complete activity planning in a timely manor, so that it is ready for the week ahead; and

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 the 6 August 2018 between 09.10 and 16.15.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations;
- spoke to staff and children;
- inspected the premises;
- spoke to the person in charge over the phone, and
- provided detailed feedback to the responsible individual.

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

www.careinspectorate.wales

4. About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Raquel Perez-Williams
Person in charge	Samantha Williams
Registered maximum number of places	64
Age range of children	Babies – 12 year olds
Opening hours	07.00 – 18.00 Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	9 August 2016
Dates of this inspection visit	06 August 2018
Is this a Flying Start service?	Yes
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 does not at present provide and 'Active Offer' of the Welsh language. At present there is no demand for a Welsh service. We recommended leaders consider Welsh Governments ' <i>More than just words follow on strategic guidance for Welsh language in social care</i> '
Additional Information:	