



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Meithrinfa Plas Pawb

**Canolfan Integredig Plas Pawb
Safle Ysgol Maesincla
Maesincla
Caernarfon
LL55 1DF**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date of Publication

16 May 2018

Welsh Government © Crown copyright 2018.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

Description of the service

Meithrinfa Plas Pawb is situated on the grounds of the Ysgol Gynradd Maesincla, Caernarfon and is part of Plas Pawb Integrated Centre. The service has two dedicated play rooms and facilities and uses the play room of the neighbouring cylch meithrin for after school club provision. Children have use of small enclosed outdoor play areas, one of which is shared with the cylch Meithrin. The service is registered to care for up to 52 children aged from 3 months to 12 years at any one time and operates between the hours of 8:00 a.m. and 6:00 p.m. Monday to Friday. The registered provider is Gwynedd Council, who have nominated Sioned Owen as the responsible individual. The person in charge of the day to day running of the service is Zara Khan. The service implements the 'Active Offer', which means children and parents are able to communicate with staff through the medium of Welsh without having to ask for this. The main language of the service is Welsh.

Summary of our findings

1. Overall assessment

Children are content and enjoy their time at the service. They are confident to express their views and make decisions as they know their choices will be respected. Staff know the children well and are responsive to the children's needs.

Leaders ensure children have access to safe and suitable indoor and outdoor spaces where they can play and explore but need to ensure fire drills are practiced regularly enough to ensure children are aware of how to evacuate the premises safely in an emergency. Leaders ensure policies and procedures are reviewed and updated regularly. They have good partnerships with parents and other agencies to ensure the service is effective in meeting children's needs. Leaders ensure staff are supported in their roles and that robust recruitment procedures are in place to ensure children are cared for by staff who are suitable to do so.

2. Improvements

Since the previous inspection leaders have invested in the outdoor areas of the premises. Canopies are in the process of being installed to the front of the baby room in order to provide more shelter for the younger children to enjoy as much time outdoors as possible. Canopies have been installed and improvements made to the front entrance of the premises, with plans to further develop this area. Improvements have also been made to the toilet area, allowing children in the after school club to access these without having to go through the play rooms where the younger children are situated.

The service has also recently been awarded a Level 3 e-Quality Counts award by the National Day Nurseries Association (NDNA).

At the time of writing this report we received evidence that a fire drill has been practiced at the nursery.

3. Requirements and recommendations

We have advised the responsible individual that improvements are needed in relation to the frequency of fire drills (regulation 38) in order to fully meet the legal requirements. We have

not issued a non-compliance notice on this occasion as there was no significant impact or risk to children. We expect the registered person to take action to rectify this.

Recommendations have been made in relation to developing self-help skills in younger children and the information contained in some policies.

1. Well-being

Summary

Children are happy, settled and enjoy their time at the service. They feel confident to express their views and are able to make choices and follow their interests as they wish. Children have formed positive relationships with staff and their peers and have plenty of opportunities to learn and develop.

Our findings

1.1 To what extent do children have a voice?

Children are confident to express their views and opinions and their preferences are respected.

Children were able to choose freely what they wanted to play with. In the baby room, activities had been set out for them to choose from during the morning for example, building blocks, animal figures, musical toys and a fruit and veg shop with play food. Children freely explored the activities of their choice and moved around different areas as they wished. Children were confident to approach staff and ask for what they wanted. For example, two of the babies gestured to staff they wanted the musical stepping stones, which were promptly provided. In the toddler room children were confident to express their views during a group activity. Children contributed ideas to the interactive story and were comfortable relating the story to their own previous experiences and sharing these with staff. The pace of each activity was decided by the children, with staff responding positively to their wishes and level of enthusiasm. Children's own preferences and needs took precedence over the daily routine. For example, babies were able to take their nap when they were tired. Those who slept over lunch time were given their lunch later on when they were ready to eat. On arrival in the after school club, two children expressed their wish to make an Easter basket as soon as they arrived. Although this activity had been planned to take place after tea, a staff member quickly supported them to set up the materials they needed so they could complete the activity straight away.

Children are able to make choices and decisions for themselves.

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

Children are settled and comfortable in their surroundings.

Children were happy to leave their parents when they were dropped off and were eager to join their friends to play. They were settled and relaxed and had formed bonds of affection with staff. Children were able to ask for help or seek reassurance when needed. For example, one of the babies toppled over while playing with the musical toys and began to cry. They immediately sought comfort from a familiar member of staff by walking over to them and holding their hands out to be picked up. The child quickly settled and felt secure after receiving cuddles and reassurance from the staff member. Another older child immediately sought comfort from a familiar staff member when they had a minor

disagreement with their friend and settled quickly after receiving support. Throughout the day children followed routines that were familiar to them, providing them with a sense of security. Children in all three rooms were confident to approach us, talk to us about what they were doing and show us the toys they were playing with.

Children feel secure as they are given consistent and affectionate care by staff they know well.

1.3 How well do children interact?

Children are forming friendships with each other and learning to take turns and share.

Children had formed positive relationships with their peers with even the youngest children were happy to share resources and take turns. For example, two of the younger toddlers happily took turns to walk along the row of musical stepping stones, resulting in lots of laughter and smiles from both children as they shook their rattles and made lots of noise as they moved. A group of older children were happy to take turns to play with the dolls pram with a few gentle prompts from a staff member. They waited patiently for their turn and were happy to give their friends a turn when their time was up. Children happily chatted together about their families and the things they liked. For example, one child chatted to another child about how they liked going to feed the swans with their grandfather, asking their friend if they liked swans too.

Children have formed positive relationships and interact well with their friends.

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

Children are highly motivated and engaged in their play.

Children of all ages were fully engaged in activities and concentrated well for an appropriate amount of time. They were interested by the wide range of activities and were eager to show their friends what they were doing. For example, a small group of babies enjoyed exploring the play dough. They concentrated well on squeezing the dough and pushing down the cutters and held their play dough up for their friends to see. A group of children in the toddler room enjoyed taking part in a movement activity to a story. They were engrossed in copying actions, mimicking different animal movements and contributing ideas for what the main character would like for breakfast. Lots of laughter and smiles ensued when the children copied each movement and as the story progressed.

Children are curious, interested and excited by activities which enable them to learn and develop well.

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

Children have opportunities to follow their own interests and learn to be independent.

Children had opportunities to lead and direct their play and were naturally motivated to choose activities as they wished. Resources were stored in a way which enabled children to access them easily and independently. Children were encouraged to tidy up after themselves during transition periods and were also encouraged to wash their own hands and faces and wipe their own noses when needed. In the after school club children were encouraged to help serve the meals and pour drinks. However, there were missed opportunities for younger children to practice their independence skills as these children were served their meals and snacks. Enabling younger children to help with tasks such as setting the tables would aid their development and encourage their independence.

Children have a wide range of experiences that enable them to develop their skills and follow their interests but more opportunities could be provided for younger children to practice their independence skills during snack and meal times.

2. Care and Development

Summary

Staff are aware of their responsibilities and implement the service's policies and procedures accordingly. They know the correct procedures to follow to keep children safe and to promote healthy eating. Staff are aware of children's individual needs and ensure they are met. A variety of opportunities are provided to enable children to develop and learn.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are aware of the importance of working within the service's policies and procedures.

Staff were aware of their duties to protect children and those we spoke with were able to describe the correct procedures to follow should they have any concerns about a child. An appropriate amount of staff had current Paediatric First Aid, meaning they were able to deal with emergencies and minor injuries. Any accidents or incidents which had occurred were recorded appropriately and were signed by parents.

Staff promoted healthy lifestyles by providing children with nutritious meals and snacks and organising plenty of physical activities outdoors. All children had the opportunity to spend time playing outdoors during the day of our visit, ensuring they had opportunities for physical exercise and fresh air. Good hygiene was promoted with staff encouraging and supporting children to wash their hands as required. Staff also wore disposable aprons during snack and meal times and children were provided with clean bibs and washcloths which were placed immediately in a wash basket after being used, minimising the risk of cross infection.

Staff are aware of their duties and follow procedures effectively in order to keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff help children to learn what is expected of them and encourage good manners using positive behaviour management strategies.

Staff spoke to children with warmth and affection. Any arguments or unwanted behaviour were dealt with promptly using positive methods. For example, when one of the children started to throw toys, a staff member promptly distracted them by redirecting them to the play table to build a house out of the stickle bricks. The child quickly engaged in this activity and settled down. Staff also explained clearly to children when their behaviour was not appropriate, modelled positive behaviour and helped children to learn what was expected of them. This was in line with the service's behaviour management policy. Plenty of praise was given throughout the day for positive behaviour, completing activities and trying new things. Staff encouraged children to use good manners with a few gentle prompts and praise given when children said '*please*' or '*thank you*'.

Staff have positive relationships with the children and effectively model good behaviour and appropriate language.

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

Staff know and understand the needs of the children in their care, are responsive and provide a nurturing environment.

Activities were planned in advance in accordance with the theme. These were varied with a good mixture of outdoor activities which encouraged exploration and curiosity and more focussed activities that developed fine motor, literacy and numeracy skills. Staff asked questions about the activities to enable children to develop their language skills and introduce them to new vocabulary. For example, babies were encouraged to name animals, count and name colours. Samples of the children's work and photographs of children taking part in activities were collated into a file for each child. Progress charts were completed for children who were part of the 'Flying Start' initiative. This allowed staff to plan for children's individual needs.

Staff provided care in a relaxed manner and knew the children well. They encouraged children to eat independently but were on hand to help when needed. Older children were encouraged to contribute ideas and discuss their feelings. For example, during the movement story activity staff asked questions like '*How did the farmer feel when he lost his eggs?*' and in after school club children were encouraged to place their names on an emotions display board and discuss why they felt this way.

Staff know children well and respond effectively to their individual needs.

3. Environment

Summary

Leaders ensure children are cared for in a safe environment and risks are minimised where possible. However, they need to ensure they practice fire evacuation procedures regularly in order for children to be familiar with what to do in the event of an emergency. Resources are of a good quality and all areas are welcoming and interesting to children. Leaders ensure resources and equipment are suitable to aid children's development.

Our findings

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

Leaders ensure hazards are identified and appropriate measures are put into place to minimise the risks to children's safety.

The doors to the premises were kept locked and we were asked to show our identification on arrival at the premises. This prevented unauthorised access, ensuring the children were safe. Leaders have appropriate measures in place to keep children safe in the event of an emergency as accurate records of daily attendance were maintained. Leaders had identified hazards within the premises and these were included in comprehensive written risk assessments showing how risk was managed and where possible eliminated. Daily checks of all areas were also completed by staff before children arrived on the premises to ensure no new hazards were present and the environment was clean and safe.

Records showed fire drills had been performed twice annually. We spoke with the responsible individual about this, who stated fire drills are performed in partnership with the school. It would be good practice for the nursery to conduct their own fire drills in order to ensure staff and children are familiar with their own procedures for evacuating the premises safely. We also noted the last fire drill took place in July 2017, which was over 8 months prior to the time of inspection. We spoke with the responsible individual about this and reminded them of the need to practice emergency evacuation procedures at suitable intervals in order to ensure children and staff are familiar with how to evacuate the premises safely in an emergency. The responsible individual acknowledged this and agreed to arrange a fire drill without delay. We have since received evidence that a fire drill has taken place.

Leaders ensure the premises are secure and children are safe. However, they need to ensure emergency evacuation procedures are practiced at suitable intervals.

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

Leaders ensure children have access to suitable areas where they can explore and play.

All areas used by children were well maintained, providing a welcoming and appealing environment. Leaders ensure the environment nurtures children's natural curiosity to learn. For example, bright interactive wall displays had been placed at children's height so they

could feel different textures, make noises and develop their fine motor skills by manipulating beads and objects. The outdoor area offered plenty of opportunities for exploration and play to develop children's imagination, including a mud kitchen, planting area, sand pit, play house, slide and wooden balance beams. There was also a musical area created with recycled metal objects such as a bin lid and a watering can.

Play rooms were light, bright, airy and of suitable design. The toddler room was arranged into learning areas in line with Foundation Phase principles. The baby room provided a calmer and more homely space for babies with plenty of soft mats and cushions so babies could crawl around and explore the environment safely and comfortably. Resources here were also stored at low level to enable babies to access them independently. Samples of the children's work were proudly displayed on the walls providing them with a sense of belonging.

Leaders ensure children's learning is enhanced within a child centred environment which is well-maintained and welcoming.

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

Leaders ensure children have easy access to a wide range of equipment toys and resources which are interesting and exciting.

Leaders provide children with toys which are in good condition and are suited the children's ages and stages of development. We found resources were clean and in good repair and leaders kept written accounts of all cleaning tasks. Toys were stored appropriately to ensure they were kept clean and in good working order both indoors and outdoors. Leaders ensured children benefitted from a wide range of materials and resources by ensuring these were rotated and replenished regularly. A wide range of multicultural and Welsh resources were available, including dolls, books and posters, promoting cultural awareness.

Leaders ensure resources and equipment are suitable for the children's needs and enhance their learning and development.

4. Leadership and Management

Summary

Leaders ensure staff understand what is expected of them and that training is provided to enable them to meet children's individual needs. Policies and procedures are regularly reviewed and updated, ensuring children benefit from a service which is well run and staff who implement procedures effectively. Leaders are committed to continually improving the service they provide.

Our findings

4.1 How effective is leadership?

Leaders ensure staff are aware of their responsibilities and share their vision for the service with them effectively.

All the policies we viewed were appropriate and had been reviewed and updated. The statement of purpose contained all the required information, ensuring parents could make an informed decision if the service could meet theirs and their child's needs. However, attention was drawn to the fact that the telephone number for Care Inspectorate Wales (CIW) needed updating in the statement of purpose and policies. The complaints policy for the service was comprehensive and contained all the relevant information. We noted how leaders had followed appropriate procedures, as outlined in this policy following a recent complaint. Leaders also ensured staff were aware of the importance of working within the service's policies and implemented them in their day to day work. For example, we saw how staff followed the behaviour management policy and the infection control policy in their daily practices. We heard staff speaking Welsh throughout the day and also offering support in English to children who were unable to understand Welsh. Leaders and staff were all committed to providing the 'Active Offer' and to promoting the use of the Welsh language.

Leaders ensure staff implement the service's policies effectively in their daily practice.

4.2 How effective is self evaluation and planning for improvement?

Leaders seek feedback about their service from staff, children and parents in order to improve their service.

Leaders had gathered feedback from parents and children. Staff were able to discuss their views during staff meetings and parents and staff were also asked to complete questionnaires giving their views of about the service. Feedback was gathered from children verbally and through general observations during sessions. A suggestions box was located in the main reception for the service and visitors were invited to share feedback about the service in the visitor's book. This feedback was used to form a review of the service's quality of care and previously submitted to us as part of the Self Assessment of Service Statement (SASS). Leaders had formed an action plan in order to implement

changes and improve practices based on the feedback received and any other areas they had identified for improvement.

Leaders are committed to improving their service and are reflective of their practice.

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

Leaders ensure staff fulfil their roles effectively, which leads to positive outcomes for children.

Leaders ensured staff were deployed effectively during the sessions, making sure children were given the support they needed and general tasks were completed, such as cleaning and preparing snacks. There were files in place for each member of staff and we saw evidence that they had completed an induction programme. We found one staff member's Disclosure and Barring Service (DBS) certificate had expired. We asked the responsible individual about this, who explained the reasoning behind this. The application had been sent for renewal and the staff member was currently working under supervision until the certificate was returned.

Staff told us they had a good working relationship with the person in charge and responsible individual. They stated leaders were approachable and available to answer any queries at any time they wished. Staff stated they had regular opportunities for supervision, evidence of which were seen on staff files.

Leaders ensure they manage, support and deploy staff effectively in order to provide children with the support they need.

4.4 How effective are partnerships?

Leaders encourage communication across all parties to ensure children's needs are met effectively.

Leaders share information with parents effectively. We saw evidence on file of information gathered from parents detailing children's specific needs, likes and dislikes and how the service worked in partnership with parents to ensure children's needs were met. Staff had positive relationships with parents and shared information verbally at the end of each session. Staff also gave parents a written account of their child's daily activities. The parents' handbook we viewed contained plenty of information to ensure parents understood the services and facilities provided so they were aware of what the service offered before their child began attending. Staff told us parents were regularly invited to attend parent's evenings to discuss children's progress and view samples of their work.

Leaders shared information regularly and worked closely with partners from the Flying Start program including health visitors and speech and language therapists. Leaders ensure the service works with multiple agencies and that families receive the support they need, this is enhanced due to the service being situated within the Plas Pawb Integrated centre. The service works in partnership with the family support team and operates a mobile crèche

service to enable parents to attend courses. This improved outcomes for children and their families by ensuring they received the correct support for their needs. Parents we spoke with were complimentary of the staff and stated the service was very accommodating to their needs.

Leaders ensure there are good partnerships with parents and other professionals to improve outcomes 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 registered person the service was not compliant with the following Regulation. We have not issued a non - compliance notice as we did not find evidence on this occasion, they had an adverse impact on children's well-being. However, the registered person must take action to address this matter:

We found the service was not compliant in respect of *The Child Minding and Day Care (Wales) Regulations 2010, Regulation 38:*

Leaders must ensure by means of fire drills and practices at suitable intervals, that staff and children are aware of the procedure to be followed in case of fire. This was not the case at the time of inspection as records showed no fire drills had taken place since July 2017, which is 8 months prior to the time of inspection. Previous fire drills had taken place twice annually. With the nursery being such a busy site with new children and staff starting at the nursery throughout the year this increases the risk of staff and children being unfamiliar with how to evacuate the premises safely in the event of an emergency.

We have since received evidence that a fire drill has taken place, however, the responsible individual needs to ensure these happen at suitable intervals in future.

We also made the following good practice recommendations:

- Staff could provide more opportunities for children to help during snack and meal times to aid their independence and enhance their development; and
- leaders should ensure the contact details for Care Inspectorate Wales (CIW) are up to date in the statement of purpose and the service's policies.

6. How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of inspections. We also looked into aspects of leadership and management and had a meeting with the responsible individual following receipt of a concern regarding staffing issues.

One inspector visited the service on the 20 March 2018 for between the hours of 8:30 a.m. and 5:10 p.m.

We:

- inspected a sample of documentation and policies;
- used our Short Observational Framework for inspection (SOFI2) tool to capture evidence of what life is like for the children using the service and the care being provided by staff;
- spoke to the children, staff, parents and responsible individual and left questionnaires for parents;
- we looked at the areas used by children and resources on the day of our inspection; and
- we gave detailed feedback to the responsible individual of what we found and what needed to be addressed.

Further information about what we do can be found on our website www.cssiw.org.uk

7. About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Sioned Owen
Person in charge	Zara Khan
Registered maximum number of places	52
Age range of children	3 months to 12 years
Opening hours	8:00 a.m. to 6:00 p.m. Monday to Friday.
Operating Language of the service	Welsh
Date of previous CSSIW inspection	22 March 2016
Dates of this inspection visit(s)	20 March 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 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:	