



Childcare Inspection Report on

Babinogion Menai Cyf

**Old County Primary School
Pentraeth Road
Menai Bridge
LL59 5HS**

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 Babinogion Menai Cyf is registered to provide care for a maximum of 59 children in premises located on the outskirts of the town of Menai Bridge, Anglesey. Gwenan Williams is the responsible individual and person in charge of the day to day running of the service and supported by a deputy manager. The service opens weekly from Monday to Friday, 07.30 – 18.00 hours. Although most staff speak Welsh and English, the service does not at this time offer the Welsh Government's 'Active Offer'.

Summary of our findings

1. Overall assessment

Children are well cared for by a qualified and experienced staff team. Children are happy, confident and make good progress in line with their age and stage of development. Staff have warm and caring relationships with the children and provide a variety of stimulating play opportunities to promote their all round development. Leaders ensure the environment is safe and resources promote children's play and learning. Leaders have positive partnerships with parents and the wider community. They have created a positive ethos and established a staff team who understand their roles and responsibilities.

2. Improvements

Improvements since the last inspection include;

- Purchasing more toys and equipment; such as the mud kitchen outdoors;
- to ensure all staff are aware of any information shared by parents about their child on a daily basis, staff now record the additional information in each playroom's communication book and
- arranging ballet and 'Swn a Sbri' (music and singing) sessions for the children.

3. Requirements and recommendations

Two recommendations were made in relation to staff further promoting children's independence and ensuring all activities suit the children's ages.

1. Well-being

Summary

Children communicate confidently and feel safe and happy. They have formed positive relationships with their friends and staff and enjoy their play and learning. Children make choices and are developing their self help and physical skills well.

Our findings

1.1 To what extent do children have a voice?

Children make choices and communicate their needs.

There were plenty of opportunities for children to lead their own play and make decisions. For example, some chose to join in with group activities whilst others played with their friends or on their own. Children were asked which song they would like to sing and also decided when they had enough to eat or drink. All attempts at communication were responded to positively such as when younger children related a story, staff listened and when they showed signs of tiredness they were cuddled gently before going to sleep.

Children speak up and know their choices are respected.

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

Children feel safe and happy.

Children were settled and understood the daily routine, for example they all lined up nicely before carefully walking down the steps to the outdoor play area. They felt a sense of belonging as lots of their craft work creations were displayed in their individual playrooms and they could hang their coats and bags on their own personalised coat pegs. Children had positive relationships with staff and each other, sitting comfortably together at a craft work activity or putting out their hand for a staff member to help them practice their walking skills.

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

1.3 How well do children interact?

Children interact very well with each other and staff.

Children understood the rules of behaviour, such as sharing items of play and being kind to each other. They listened to instruction well and when encouraged by staff most sat together to undertake 'circle' time activities. Children smiled when praised, for example when they helped tidy up and interacted well with each other, often including their friends in games and activities.

Children are kind and respectful and are learning how to co-operate positively.

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

Children enjoy their play and learning experiences very much.

Children had a lot of fun whilst they played. For example, some were intrigued with finding the Easter related items in the exploratory tray or hiding and playing peek a boo with a staff member. Children focused well on their chosen activities, such as when they all listened intently to a story and enthusiastically joined in with the storyline. They had plenty of opportunities to develop their play and learning, for example sand, craft and construction. Those going outdoors to play, excitedly discussed which activities they were going to choose and the games they were going to play. Children told us in our questionnaires issued at inspection; they liked playing outdoors, reading, colouring and painting.

Children engage very well in play based activities and show an interest in what they do.

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

Children develop well, learn and are becoming independent.

Children knew where to find an item of play as areas of interest were set out and resources were within their reach. They were developing their self help skills with younger children encouraged to feed themselves with staff on hand to help when needed. However, not all children were encouraged to put on their own coats to go outdoors to play which was a task given their ages, they should be able to manage on their own and further promote their independence. Children's language was extended through the many conversations they had with each other and the various activities. For example, a flash card activity encouraged children to talk about the pictures. Staff asked them 'who has a dog' when a dog picture was shown, one child responded he did not have a dog but a cat. Children were learning about good physical health by eating freshly prepared and nutritious meals and snacks and playing outside in the fresh air. They used their imagination well, making up games and stories as they played.

Children generally have a range of experiences enabling them to develop their skills and follow their interests.

2. Care and Development

Summary

Staff are committed to ensuring children are safe and promoting a healthy lifestyle. They manage interactions well, supporting children to communicate positively and behave appropriately. Staff promote children's learning and development and have warm and caring relationships with the children.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff implement policies and procedures and follow good practice.

Staff were committed to keeping children safe and healthy, implementing policies and procedures to support them. They understood the safeguarding policy and told us what they would do should they have concerns about a child. Accident and incidents were recorded appropriately, being shared and signed by parents and staff. They had attended Paediatric First Aid courses meaning they could administer basic first aid if required.

Staff followed good hygiene practices making sure tables were cleaned before and after lunch and encouraging children to wash their hands properly. Staff understood the importance of giving children opportunities to be active and spending time outdoors in the fresh air. They made sure the indoor play areas allowed plenty of space for children to be active indoors, such as space for babies to crawl, roll and pull themselves up to stand. Staff provided healthy meals, drinks and snacks to promote good health.

Staff effectively keep children safe and promote healthy lifestyles.

2.2 How well do practitioners manage interactions?

Staff manage interactions very well.

Staff followed the service's behaviour management policy and modelled positive behaviour. They ensured there were plenty of opportunities for children to learn appropriate interactions through sociable experiences. Staff sat alongside the children, gently talking to them and promoting positive interactions through praise and being kind. Staff showed warmth and affection towards the children which was reflected in the way children responded towards each other and staff.

Staff promote positive behaviour by being good role models and showing kindness and respect towards the children.

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

Staff plan a variety of play and learning activities for children which enable them to develop a range of skills.

Staff knew the children well and understood their developmental needs. Information was effectively shared by parents, which helped ensure staff knew the children's routines, likes and dislikes before they started caring for them. For example, staff told us about the children's sleeping patterns and how the children liked to sleep which we saw in practice. Daily written records were completed and summarised the child's day at the service which were given to parents when they collected their child.

Staff recorded children's development and generally planned appropriate and varied daily activities suiting their ages. However, during one song time activity in the baby room, staff rushed through the songs, singing them one after the other and not giving time for the younger children to fully participate. It is important staff consider the children's ages and make sure the planned activity suits the children's ability and their stage of development.

Staff told us the new 'Swn a Sbri' (music and singing classes for young children) were a success with the Swn a Sbri tutor attending the service regularly with sessions specifically arranged to suit the children's ages. Staff confirmed they were stimulating and supported children's development and learning as well as being fun and enjoyed by all.

Staff frequently introduced the Welsh language into the children's play and learning and made sure they spoke to children in their preferred language, either English or Welsh. Nearly all staff were motivated, for example one staff member read a story and engaged really well with the children by stopping periodically to give the children a chance to join in with the rhyme. She knew how to get the best response from the children by making the story fun and sustaining their interest. Staff were happy and confident; they worked as a team and had experience and knowledge of child development.

Overall, staff promote each child's development and ensure they meet children's individual needs.

3. Environment

Summary

Children are cared for in a safe, secure and welcoming environment. Resources and equipment are clean and of good quality. The environment is spacious and bright with playrooms offering children engaging learning opportunities.

Our findings

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

Leaders ensure the environment is safe.

There was a secure system to restrict access to the service; the door leading to the nursery is locked and only those working at the service can access the secure code. The outdoor play area was enclosed 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 and demonstrated they managed and where possible eliminated risk of harm to children. Leaders ensured the environment was clean and in good order with matters needing attention being quickly addressed. For example, during our inspection the service's handyman fixed a broken handle to a door leading to one of the playrooms. Fire drills were undertaken to ensure children and staff knew how to exit the premises safely in an emergency.

Leaders ensure the premises are secure and have established procedures to keep children safe.

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

Leaders provide a comfortable and stimulating environment where children develop and grow.

Leaders provided children with a welcoming and bright environment with all playrooms well set out. Leaders made sure children had enough space to be able to play and learn safely within their allocated play rooms and babies had their own designated sleep room. The outdoor space extended children's learning, such as playing with the mud kitchen activity, using the ride on toys and playing games. Leaders ensured nappy change and toilet facilities were located conveniently for use. Children's work displayed throughout the service provided them with a sense of belonging.

Leaders ensure the environment provides varied play opportunities suitable for the ages of children attending.

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

Leaders provide resources suiting the children's ages and stages of development.

Leaders ensured children had access to a variety of suitable resources and promoted their learning. Furniture was appropriately sized which enabled children to eat comfortably and undertake table top activities. Resources were varied and provided children with a range of

natural, recycled and household items for craft work and modelling purposes which promoted an ethos of sustainability within the service. Leaders ensured resources and equipment were clean.

Leaders ensure resources and equipment supports the development of children's skills and knowledge.

4. Leadership and Management

Summary

Leaders are committed and have a clear vision of the service they provide. They have established effective systems to manage the service and ensure staff understand their roles and responsibilities. Leaders work in partnership with parents to ensure children receive good quality care.

Our findings

4.1 How effective is leadership?

Leaders are knowledgeable, experienced and committed.

Leaders employed a competent and qualified staff team who worked very well as a team. Communication with staff was effective and staff confirmed they felt well supported and valued. Parents were provided with information prior to their children starting including the service's statement of purpose and policies and procedures. This meant parents were clear about what the service offered. Leaders set clear aims in order to promote and sustain improvements. For example, they had successfully completed The Healthy and Sustainable Preschool Scheme which is part of the Welsh Government's Healthy Schools Scheme initiative for pre-school child care services with the aim to 'actively promote and protect all aspects of health'. The ethos of the scheme was reflected throughout the service and seen during our visit such as the promotion of healthy lifestyles and the planned activities. Leaders ensured documentation was effectively managed and the required record keeping accurately maintained.

Leaders ensure the service is managed well.

4.2 How effective is self evaluation and planning for improvement?

Leaders make positive improvements in order to move the service forward.

Leaders had completed a concise and informative quality of care review and report. This took into account the views of all those using the service. The feedback received was very positive and where areas for improvement were identified, leaders had detailed how these had been or were to be addressed. For example, one comment from staff asking for more support during the times children needed to use the transport resulted in leaders employing an additional staff member. All staff returning our questionnaires agreed there was a culture of continuous improvement within the service.

Leaders have established effective procedures in order to monitor and regularly reflect on the quality of the service they provide in order to move the service forward.

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

Leaders are organised and actively involved in the management of the service.

Leaders ensured staff understood their roles and responsibilities as staff completed detailed induction training when they first started. Leaders had effective systems for supporting staff as all staff members confirmed in our questionnaires 'leaders were visible and supportive'

and they had opportunities to reflect on their practice through regular 1: 1 supervision meetings and annual appraisal. Written evidence of regular supervision and staff annual appraisal was also seen on the compliant staff files we examined.

Leaders encouraged staff to attend training and courses such as Child Protection, Paediatric First Aid and Fire Safety. Leaders exceeded the recommendations relating to employing a qualified staff team as most held the required Level 3 early years and child care qualification with the Deputy Manager having gained a Level 5 management and early years qualification.

We looked at a range of records including registers, children's development records and children's contracts and we saw these documents were very well maintained and included all the required information.

Leaders have established systems to manage staff and resources.

4.4 How effective are partnerships?

Leaders have positive partnerships with parents and the wider community.

Leaders kept parents informed about their child's time at the service and parents shared valuable information about their child with staff before their child started. Whenever parents informed staff of any additional information about their child on a daily basis, such as the child not being their usual self, staff noted this in the child's playroom 'communication' book. This practice was beneficial to all parties and evidenced working in partnership with parents for the benefit of the child. Leaders had established positive practices for sharing up to date information with parents on the service's social media page and especially giving parents regular updates about the service during the periods of bad weather over the winter months. Parents and children took part in meaningful fundraising events during the year which extended children's understanding in helping the wider community.

Leaders have established effective partnerships which promote positive outcomes for children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

Leaders could consider;

- Promoting children's independence by encouraging them to put on their own coats and
- children's activities suit their ages.

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 27 March 2018.

We:

- Observed the children attending and the care they received;
- spoke to the children, staff and responsible individual;
- looked at a wide range of records including the statement of purpose, policies, procedures, children's records;
- considered the comments received in our questionnaires issued at inspection;
- inspected the premises and the quality of toys and resources and
- provided the responsible individual with feedback of what we found and what needed to be addressed.

7. About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Gwenan Williams
Person in charge	Gwenan Williams
Registered maximum number of places	59
Age range of children	Birth to 12 years
Opening hours	07.30 – 18.00 hours
Operating Language of the service	Both Welsh and English
Date of previous Care Inspectorate Wales inspection	16 February 2016
Dates of this inspection visit(s)	27 March 2018
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?	No This is a service that is working towards providing an 'Active Offer' of the Welsh language and intends to become a fully bilingual service.
Additional Information:	