



Childcare Inspection Report on

Meithrinfa Dechrau Disglair

**Dyffryn Y Glowyr
Heol Bethel
Lower Cwmtwrch
Swansea
SA9 2PT**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date of Publication

29 March 2019

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Description of the service

Meithrinfa Dechrau Disglair was registered in January 2013 to provide care to a maximum of 24 children aged two to three years. The service operates from a self contained class room within Ysgol Dyffryn y Glowyr, Lower Cwmtwrch. The service offers full day care from Monday to Friday from 8:00am to 3:30pm during term time. The registered person is Emma Rofe, the head teacher at the school and the persons in charge are Leanne Griffiths and Kelly Davies. The nursery offers flying start places. The main language of care is Welsh.

Summary of our findings

1. Overall assessment

Children enjoy a wide range of interesting play activities both indoors and outdoors. They play confidently and enthusiastically and are comfortable and relaxed at the service. The staff work together effectively to plan for and meet the children's individual needs. Children benefit from a highly stimulating, safe and very well resourced environment. Leadership and management of the service is good, however, some improvements are needed in this area.

2. Improvements

Following the previous inspection, the provider has addressed the staffing situation to ensure that the person in charge is supernumerary.

During the course of this inspection, the provider has as a result of being notified that they were not compliant with regulations, taken prompt action to:

- update and provide a new statement of purpose and
- amended the staff register to record when support staff cover breaks or staff take breaks away from caring for the children.

The provider has also provided a copy of the Information Commissioners Office (ICO) certificate and forwarded a copy of the quality of care report.

3. Requirements and recommendations

We made some recommendations under the care and development and leadership and management themes which are detailed at the end of this report.

1. Well-being

Summary

Children are very happy; they settle quickly and have opportunities to make decisions. They thoroughly enjoy their play and have a very good choice of interesting activities that are designed to promote their development. They have good self-help skills and are considerate to each other. Children experience warm and caring relationships.

Our findings

1.1 To what extent do children have a voice?

Children are able to express their views and needs and they are listened to.

Children had a good voice and were listened to well at the service. They confidently moved from one play area to another and expressed their views quite clearly. They asked for second helpings of snacks and drinks and helped themselves to their own drink bottles when needed. We saw children choose a seat for themselves at the table for snacks and chose what they wanted to drink. Children asked for play resources or freely helped themselves to them, looking in boxes, as these were stored at low level. Children choose where to play and had very good opportunities for free flow indoor and outdoor play, staff left the door open to allow them free choice. They had a good mix of free play opportunities and focussed tasks, such as building items with stickle bricks, role playing with the dolls or dressing up and which songs or books to choose during circle and story time. We saw that children chose to play alone in the den or as part of a group in the sand pit. Children choose whether to have a nap or not.

Children have a good voice at this service.

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

Children are familiar with their surroundings and the routines of the service which makes them happy and gives them a sense of security and belonging.

We saw that children arrived happily at the service, including newer children, and went to staff or their preferred play area. There was a very relaxed atmosphere and we saw children approach staff for support and reassurance with ease. We saw an older child ask to visit the setting to give their younger relative a cuddle. We saw children cuddle with staff at nap time and sit on their lap during story time. Children confidently moved around the play areas and explored the resources and activities on offer. Parents told us that their children thoroughly enjoyed attending and we saw some children at collection time not wanting to leave.

Children feel fully valued, safe and happy.

1.3 How well do children interact?

Children are learning the importance of sharing and turn taking and are managing their behaviour.

Children played happily. We saw that children were learning to co-operate and responded very well to praise. For example they smiled when their attempts to knock pegs into cork boards was successful. We saw children take turns at the playdough table and outdoors with the bucket and spades. We saw that children responded and co-operated when asked to be 'careful' whilst digging in the sand pit. Children were considerate of each other. We saw children ensure that their friends were involved in activities or sat with them until they were ready to play again. We heard a child remind a staff member to put their coat on before going outdoors. We did not see any disagreements or disputes during our visit and children were relaxed and happy. Children received stamps or stickers for their good behaviour and achievements.

Children interact well with each other and with staff.

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

Children benefit from a range of play opportunities designed to support their development.

Children smiled and showed excitement in their facial expressions and body language as they played inside and outdoors. Children engaged with a good range of activities and they enjoyed free play as well as focussed activities. These included the garage and cars, dinosaurs, animals and the typewriter. We also saw the children make cups of tea in the role play coffee shop area and tended to their dolls. We saw plenty of natural objects and resources such as wood and acorns and household utensils for children to play with. They thoroughly enjoyed their outdoor play. They played in the sand pit, building sand castles, chased bubbles, kicked balls, climbed through tunnels and dug in the construction area. We heard lots of giggling when children played in the den and pretended that they saw a spider. Children concentrated for a suitable length of time for their stage of development. Children smiled and nodded when we asked if they enjoyed coming to the playgroup. We heard children confidently use the Welsh and English language.

Children thoroughly enjoy their play and learning experiences.

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

Children have good opportunities to learn and become independent.

Children had access to a very stimulating play environment. Toys, equipment and resources were arranged so that children could help themselves and routines and focussed activities supported children's development. We saw that most children were confident to choose their play and try new things. We saw children learn to knock pegs into cork boards and learn they need to wear safety goggles whilst doing so. Some children played in the tough trays with sand, rice and various items, experimenting and exploring, using spoons to fill up bowls and pouring them out again. We also saw children sit and listen to a story and answer questions about the story. We heard them count and identify colours. Children were developing their self-help skills; they were encouraged to wash and dry their hands without adult support and to use the tissues to wipe their noses when needed. Most children put on their coats independently before going out to play and put them back on their pegs when they returned to the play room. Parents told us that their children had developed well since attended, and most commenting about their speech development.

Children are learning and developing well and are becoming more independent.

2. Care and Development

Summary

Staff are motivated, consistent and they support children's development well. They are generally good at keeping them safe and healthy. Staff meet children's individual needs successfully and work together effectively. They provide a good range of activities to enable children to play, learn and develop.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are well trained and know their responsibilities. They are generally good at keeping children safe and sufficiently promote their general health.

Safeguarding had a high priority. Staff were aware of their duties and responsibilities to report any concerns in relation to safeguarding. Staff had also completed a radicalisation and prevent duty on-line training course. Staff supervised each area well and support children, if needed. For example a minor accident occurred, staff immediately checked the child and followed the setting's accident procedure, including completing records and contacting parents. We saw that staff followed good hygiene procedures, they wiped tables, brushed floors and reminded children to wash their hand before meals and after messy play. During the session, whilst the door was open, we saw a child take a nap on the floor on a fleece blanket with cushions, the child did not have a blanket over them. Staff told us that they did have blankets and cushion covers, however, we did not see these used during the visit. Staff provided healthy snacks such as cheese, grapes and crumpets and offered a drink of milk or water. Children brought a lunch box from home or staff offered a freshly cooked meal from the school. Staff wore appropriate protective clothing to prepare snacks and followed appropriate procedures to complete nappy changing tasks. However, whilst staff carried out nappy changing tasks in the changing room, we saw one child, whilst waiting for their nappy change, playing with toys on and around the toilet.

Staff generally keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff are very good role models; they are consistent in their approach and consider the children's level of understanding and stage of development when managing interactions.

Staff managed interactions very well. We saw staff engage with children, chat to them respectfully and praise them at all times for the efforts and achievements. We heard 'well done' (da iawn) and 'high five'. They listened to the children or watched their expressions and body language closely and gave them plenty of time to express themselves or finish activities or eat their snacks. For example, we saw a child walk around the room with their head down, a staff member immediately asked the child if they were okay. We also heard staff praise the children for their good manners and for helping to tidy up. Staff sat at the children's level on the floor or at the tables and used appropriate language to communicate

with them. This created a very calm and positive atmosphere. Children's behaviour was good, staff told us they use distraction methods when behavioural issues arise.

Staff are effective at managing interactions.

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

Staff are qualified and are well trained. They provide appropriate levels of support and know the children's individual needs and plan for the next steps in their play and learning.

Staff joined in with children's play and we heard lots of laughter, such as when they chased the bubbles outdoors, played in the sand or painted. Staff sang songs with the children and read books to them as well as talked to them about what they were doing such as when they rolled the playdough to make cakes. Staff asked, 'do you make cakes with mami at home?' We heard staff encourage children to identify shapes, colours and to count. Staff encouraged children to do most things for themselves, such as wash and dry hands, wipe their noses, and collect their coats. However, we saw staff pour children's drinks, serve them their snacks and clear the table after snack. Leaders told us that children normally do this themselves. Staff worked well as a team and they communicated successfully to meet children needs. We saw them check children's temperatures when they felt hot and contacted parents when a child was unwell. All staff used the Welsh language constantly but on occasion used the English language to ensure some children, where their first language is English, understood. Staff knew the children and their preferences well. Each child had a keyworker and an individual play plan with clear learning and development targets. Keyworkers completed records on children's developmental targets and updated the electronic 'see-saw' system with photographs and information for parents. Parents told us that their children were developing very well.

Staff are good at promoting children's play, learning and all round development.

3. Environment

Summary

Children are cared for in a warm, nurturing and very stimulating environment. It is kept under review and continually developed to meet children's interests and needs. Children have access to an excellent range of toys, resources and equipment to enhance their overall development. Leaders ensure that there is an array of interesting play areas indoors and outdoors where children thrive.

Our findings

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

Leaders ensure that children are cared for in a safe, clean and secure environment and that any risks are identified and reduced or removed.

The entrance to the service was secure from unauthorised access. Visitor's gain entry via the school's reception or services own entrance. Staff ensured that the gates are secure and there is fencing surrounding the area. A visitor's record is maintained at reception. Leaders had completed and reviewed comprehensive risk assessments for all areas of the premises, inside and outdoors. We saw staff check the outdoor play area and equipment prior to children going out to play. Leaders had achieved a level five hygiene rating from the Food Standards Agency, which is the highest award. Records evidenced annual tests for heating and electrical equipment and that staff carried out monthly fire drills to keep children and visitors safe.

Leaders are highly active at ensuring the safety of the environment.

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

Leaders provide excellent premises which are highly stimulating and the layout promotes children's independence very well.

The indoor and outdoor play areas were very welcoming and provided a highly stimulating environment for play, learning and development. There was plenty of space and facilities to meet the children's needs, including various play areas for quiet time, circle time, table top play, floor play and messy play in line with the principles of the Foundation Phase. The premises promoted independence well, for example children could freely and independently visit the toilet when needed. Resources were stored at low level so that children could access them easily and we saw that staff rotated resources to sustain children's interests. We saw children choosing activities and moving freely from one activity to another. As well as the main playroom, children had access to the school hall for physical activities and the library area for story time. There was a fantastic outdoor play area, which leaders had resourced very well with numerous toys, equipment and experimental areas such as the sand pit, construction and planting areas. Children had very good free flow opportunities to safely explore a range of play opportunities and have physical play and fresh air. Leaders told us that children could also visit the school's woodland area for forest school activities and the multi-use games area for various sports activities. The kitchen was out of bounds to the children.

Leaders ensure that the environment is highly suitable for children.

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

The service has resources and equipment which are age and developmentally appropriate and are of high quality.

Children had access to a wide-ranging supply of good quality toys and materials that suited their needs and interests. There was plenty of furniture, equipment and toys for indoors and outdoors. There was a fantastic outdoor area where children had opportunities for physical play, fresh air, experimental experiences and a new outdoor classroom for story time. All areas, equipment, furniture and toys were very clean and in very good condition. We saw that staff ensured that children reflected on and celebrated different cultures and identities. For example, there were different costumes in the dressing up area, dolls, books and jigsaws representing different races and cultures. Staff told us that they celebrate various festivals, such as Chinese New Year, Santes Dwynwen and St David's Day. Staff told us that they used sign language when necessary and are learning about the Portuguese culture and language.

Leaders provide a wide range of good quality toys, resources and materials to support children's learning and development.

4. Leadership and Management

Summary

Leaders strive to meet the required national minimum standards and regulations. Leaders have policies and procedures in place, which staff are familiar with. There is a good recruitment system in place and staff are well trained. Leaders have an effective self-evaluation system in place and they have very good partnerships with parents, the school and agencies, which enhance the well-being of children. Some improvements are needed in this area.

Our findings

4.1 How effective is leadership?

Leaders are keen to ensure that the service meets regulations and national minimum standards. Record keeping is mostly organised. Some improvements are needed in this area.

We found that the service was mostly well run and organised. Leaders had a statement of purpose in place which clearly reflected the service provided, however, it did not fully meet requirements. Leaders told us that they give parents an additional separate information sheet including contact numbers. There was a comprehensive range of policies and procedures, however, they displayed a date of April and May 2017. Leaders told us that they had reviewed policies and procedures on 22 November 2018 and printed and signed them manually. Children's records such as contracts, information forms, emergency medical consent, various permissions and accident records were comprehensive and fully completed. The systems to monitor the development of children were effective. Staff completed development plans, monitored them and updated them when children achieved their goals and targets. A children's attendance register was completed and a staff register was in place, however, only one staff member had completed the register and no records had been made of support staff covering breaks or staff taking breaks away from their caring duties. Leaders told us that they had registered with the ICO (Information Commissioners Office) to safely record and store electronic information.

Leaders is generally effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders have an ongoing review for improvement, which takes into account the views of children, parents, staff and professionals.

We saw that leaders were effective at self-evaluation and identifying areas for improvement. The service had a self evaluation system, which included surveys and a suggestions box for parents and children and staff completed questionnaires. Leaders were in the process of drafting their quality of care report and agreed to provide a completed report CIW. We saw that the service had made changes as a result of feedback from the previous quality of care report. For example, they now offered drop in evening so

that parents can discuss their children's development, created a sensory area and developed a new snack menu.

Leaders are strong at self-evaluation and planning for improvement, which benefits children, parents and staff.

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

Leaders are mainly organised in the management of the service and promote the development of staff.

Leaders had a robust recruitment process. Staff files sampled contained the required information, however, one file was not fully compliant with regulations as it did not contain proof of identity, photograph and references. Leaders took immediate action to address this issue and provided evidence of staff suitability. Staff supervision and appraisals had taken place and staff told us that they felt well supported and had regular opportunities to discuss issues and attend training to support their personal development. Staff were qualified to the required levels and of the eight staff employed, seven held valid first aid certificates; six had attended child protection training and six held a food hygiene certificate. Training records showed that the leaders provided regular training for staff as well as specialised training to meet the needs of individual children. Such as Autism and Sensory training, Prevent, Foundation Phase, Epilepsy, Additional Learning Needs, Elklan, 'Team Around the Family' training(TAF), Wellcom and the 'Incredible Beginnings' course. Leaders have gained the 'ASD info WALES' Award for awareness of autism spectrum disorders and two staff members have completed the SNAP Cymru 'Ability and Awareness of Special Educational Needs' training. Leaders exceeded the staff to child ratio during the inspection.

Leaders manage staff and other resources successfully.

4.4 How effective are partnerships?

Leaders and staff have very good relationships with parents and with professionals, which benefit children. They communicate effectively.

Leaders provided parents with verbal and written information about their child's development. They use the private 'see-saw' electronic system to provide photographs and information about their child's day. We heard staff and parents share information at collection and drop off time. Parents spoken to gave very positive feedback about the care their child receives and the staff. They told us that they were very happy with the service and how their child had developed. They told us that they particularly liked the 'see-saw' system. They had no issues to raise but told us that they felt confident to do so should the need arise. There is strong emphasis on building relations with the parents and carers, holding transitions events to share information and links with the three year old service. Leaders told us that they had taken children on outings to see Father Christmas and to see a show and had previously invited the fire service, police and health visitor to the service. They also worked very closely with the school and various agencies, such as speech and language therapists to support children. Leaders had raised funds for new equipment through sponsored activities and events, such as Elf walks and barbeques.

Leaders have formed successful partnerships.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

- the service was not compliant with regulations relating to staffing because the person in charge was not supernumerary at all times. **This matter has now been addressed.**

5.2 Recommendations for improvement

We recommend that the provider should:

- Further promote children's independence at snack time;
- consider adapting the nappy change routine to ensure good supervision at all times;
- consider children's individual needs and the sleeping arrangements at nap time;
- ensure that the most updated policies and procedures are available for inspection.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections.

One inspector visited the service on 16 January 2019 for approximately 5 hours. We:

- inspected a sample of documentation and policies;
- observed practice;
- spoke to children, some parents and to the staff and
- provided detailed feedback over the telephone to the responsible individual and both persons in charge on 18 January 2019.

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

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Emma-Wynne Rofe
Person in charge	Leanne Griffiths Kelly Davies
Registered maximum number of places	24
Age range of children	2 to 3 years
Opening hours	Monday to Friday 8:00am to 3:30pm
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	16 January 2017
Dates of this inspection visit(s)	16 January 2019
Is this a Flying Start service?	Yes, funded places.
Is early year's education for three and four year olds provided at the service?	Yes
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:	