



Childcare Inspection Report on

Meithrin Mwy Plas Coch

**Y Caban, Ysgol Plas Coch
Ffordd Stansti
Stansti
Wrexham
LL11 2BU**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date of Publication

5 December 2018

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Description of the service

Meithrin Mwy Plas Coch is registered to care for 24 children aged three to four years at any one time and is located in the grounds of Ysgol Plas Coch in Wrexham. The service is open Monday to Friday during school term time from 11.30 to 15.30. Since September 2018 the service has extended opening hours until 17.15. The care is provided through the medium of Welsh. The registered person is Geraint Jones and the person in charge is Alison White.

Summary of our findings

1. Overall assessment

This is a service with active, happy and relaxed children. All practitioners are experienced, qualified and have a good rapport with the children. A varied programme of activities is planned and offered for the benefit of all children. The premises are safe and suited to the care of children, and provide them with a stimulating environment, indoors and outdoors. The leadership of the service is supportive and successful, ensuring children and their families have valuable experiences.

2. Improvements

Since the previous inspection:

- parents are able to express their views more easily by using an on line form;
- parents have had the opportunity to see examples of their children's work which reflect their progress, and speak at length with practitioners if necessary at a "meet and greet" session;
- children's safety is assured as the person in charge has completed comprehensive written risk assessments and
- children's views have been considered as areas of play have been changed if the children showed little interest in what had been provided.

3. Requirements and recommendations

In order to prevent the risk of cross infection, we recommended that gloves or tongs are used by practitioners to serve food at snack time.

1. Well-being

Summary

Children's well-being is enhanced because they have a strong voice and can choose from a range of activities. They are happy, relaxed and interact well with each other and the practitioners whilst engaging with the interesting activities on offer. Children are developing well and learning skills to help them become independent.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to speak, are listened to and given choices.

Children expressed themselves confidently and made appropriate choices and decisions because they could explore their environment freely. Children were encouraged to choose where they wanted to play and which items to play with inside and outside. There were many areas available including a home corner, train track sand, water and play dough. Children were listened to and their choices respected for example when they expressed their preferences at snack time. Consideration was given to children's home language and children who needed a service through the Welsh language received one. Children who didn't understand some Welsh words were given individual attention promptly and this enabled them to join in activities. Children's preferences have been considered as areas of play have been changed when children don't use them.

Children have a strong voice and know they are listened to and respected.

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

Children feel secure, happy and valued.

Children were content, spoken to kindly and had settled well. Some had made firm friendships with other children as we observed when children wanted to sit next to their friends on the carpet at story time. Children were familiar with the routine and chatted happily with practitioners at various times including during lunch. Children comfortably approached practitioners whom they knew would help them and build their confidence. This was demonstrated when we observed a child asking to play in the water and they were kindly helped to put an apron on and offered a range of implements.. Children gained a sense of belonging as their work was displayed and there was special space for their belongings.

Children feel consistently safe, happy, valued and trust the practitioners.

1.3 How well do children interact?

Children interact positively with each other and the practitioners.

Children interacted and co-operated well with their peers and adults. They had learnt to share toys such as items in the sand. Outside children took turns on the bikes. Children

took care of equipment and resources for instance they tidied them away carefully when they were asked. Children were polite and regularly used “diolch”.

Children interact effectively and are learning valuable social skills.

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

Children enjoy their play and learning.

Children were motivated and fully engaged in their play and learning. They listened well to a story and were observed concentrating for an appropriate time whilst manipulating dough. They were able to explore their environment freely and safely, for example we saw a child engaged with large construction items outside and later, a group played with the cardboard box. Children enjoyed playing imaginatively and dressing up in the home corner, whilst others waved the “cheer leader’s pompoms”.

Children enjoy the stimulating activities provided and are fully engaged in the areas of play and learning.

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

Children are learning, developing and becoming independent.

Children had a good variety of experiences including unstructured play enabling them to gain skills and be independent. For example children chose where to play and went to the toilet by themselves and washed their hands with practitioners helped if needed. Children had a sense of achievement as they showed us how they could close their coat zip without help. Children were confident to try new experiences such as playing with new construction items outside. Children showed initiative as they helped themselves to items on the mark making table to draw a picture and make a card for their parent.

Children are developing successfully and are encouraged to become independent.

2. Care and Development

Summary

Practitioners keep children safe and healthy by adhering to policies and procedures. They manage interactions successfully using positive strategies. They are caring, nurturing and responsive to children's needs. A variety of interesting activities is planned and provided to promote children's learning and development. Practitioners meet children's individual needs because they know the children and their families well and have attended necessary training.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Practitioners keep children safe and healthy.

Practitioners understood and implemented policies and procedures for the service. Safeguarding procedures were discussed with the deputy who was confident to contact the relevant agencies should a concern arise. All practitioners had attended safeguarding training and the contact numbers were readily available. All practitioners had current paediatric First Aid qualifications and accident forms showed incidents were dealt with appropriately and parents were informed and signed the records. Severe allergic reactions would be dealt with safely as practitioners had received training from the school nurse in how to deal with allergic reactions and dietary intolerances.

Children's health was promoted in a number of ways as follows. All areas were clean and tables were wiped using anti bacterial spray. Practitioners ensured that children had the opportunity to be physically active outside daily if possible. Outdoor play was observed even though there was light rain and children enjoyed physical play and the fresh air. We observed a nutritious snack of fruit with water or milk to drink was provided. Practitioners distributed fruit pieces by hand and a recommendation has been made in relation to snack time. Fire drills were practiced regularly and discussion with the practitioners assured us children would be safely evacuated in an emergency.

Practitioners consistently ensure that children's health and safety is a priority.

2.2 How well do practitioners manage interactions?

Practitioners manage interactions using positive strategies.

Practitioners applied agreed procedures to promote positive interactions through celebrating good behaviour and using rewards such as stickers. We heard much praise and encouragement and practitioners gave simple explanations such as asking children to move so that others could see the story book. Practitioners were good role models, for example saying please and thank you to children throughout the session. Practitioners did not hurry children, for example at lunch time, children could eat at their own pace and play when they had finished. Singing a special song was used to denote certain times such as tidy up time in which children happily co-operated.

Practitioners successfully manage children's interactions, helping the children to be cooperative and learn social skills.

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

Caring practitioners promote children's learning and development, providing a variety of interesting experiences inside and outdoors.

Practitioners were caring and nurturing and responsive to children's needs. We observed practitioners constantly interacted enthusiastically with the children, creating a relaxed atmosphere and helping them to engage with activities. Welsh music was used to create a calm atmosphere and this also served to re enforce Welsh vocabulary. Practitioners were confident and relaxed and they encouraged children to use their imagination as they made helmets from construction toys. Practitioners ensured the daily routine provided children with busier, active times interspersed with times when children could relax, sit and read books if they wanted. We observed an interactive story time when children were encouraged to contribute and ask questions.

Practitioners used information about the children's development when planning activities. We saw planning according to the principles of the Foundation Phase for each half term which was implemented in greater detail with weekly planning sheets. The Welsh language was promoted naturally and through the use of songs and there was relevant labelling all around the room. Practitioners knew of any allergies and dietary requirements and met children's needs accordingly. Some practitioners also worked in the school and knew the families well.

Practitioners effectively promote children's learning through providing a play environment with interesting activities.

3. Environment

Summary

Leaders provide a very secure environment and evaluated written risk assessments ensure practitioners are aware of how to keep children safe. Leaders make sure children are safe both inside and outdoors, cared for by knowledgeable practitioners. The environment is varied, stimulating and suitable for the children attending. The quality and variety of the resources are good.

Our findings

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

Leaders make sure the environment is safe and secure.

All areas inside and outside were safe and there were comprehensive risk assessments evidencing practitioners knew what the risks were and how to manage them. These included fire risks and were dated September 2018. There was a locked entrance and a record of visitors was kept. The outdoor area was safe and enclosed. Some practitioners had attended Health and Safety Awareness training and ensured children were safe, for example they performed regular headcounts. Children were supervised as they went from one area to another, for instance at home time.

Leaders have successful systems to ensure the environment is safe.

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

Leaders ensure the environment is suitable for the ages of the children attending.

There was ample play space both inside and outdoors. Areas of play were permanently set out at child height for them to access easily in the main room and all areas were well equipped for the children's care and play. We observed well resourced areas such as mark making, music, sand, water and small world dolls house. Child sized chairs, tables and furniture was used. There were toilets and wash basins with steps to enable children to use them independently. Leaders ensured that the indoor environment was well decorated and child centred. We observed new laminate flooring and colourful large mats. Toys and games were stored in boxes which were labelled with words and pictures enabling children to help themselves. A small sofa was available where children could relax and read a variety of books. The kitchen area had a low wall surround so that practitioners could also observe the children whilst preparing a snack.

Leaders effectively provide an environment which is well equipped, child friendly and stimulating

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

Leaders make sure the resources and equipment are varied, clean and of good quality.

All children had access to a wide range of good quality and developmentally appropriate play and learning resources indoors and outdoors. Toys and games were clean and suited to the ages of children attending, including outdoor equipment such as bikes, balls and hoops. There were plenty of consumables such as painting and craft items. There were Welsh books and we saw some which reflected other cultures. A computer with white board was used to show children a short cartoon.

Leaders successfully ensure the quality and appropriateness of resources and equipment.

4. Leadership and Management

Summary

The leadership is experienced, knowledgeable and strives to provide a quality service. Self evaluation is effective and improvements are made considering all involved. Practitioners are managed well and leaders ensure they have sufficient on-going training, support and resources. Partnerships with parents and others are effective for the benefit of children and their families.

Our findings

4.1 How effective is leadership?

Leaders have a clear vision of the service, which is shared with parents.

Leaders had a sense of purpose and expectations to promote improvement and good outcomes for children. The Statement of Purpose was comprehensive and included all the information required for parents to choose what kind of service they required for their child. We observed a happy, competent and well supported workforce. We saw consistent practice throughout the service and practitioners worked well as a team. The deputy was knowledgeable and capable in the temporary absence of the regular person in charge. All practitioners knew the leadership structure and how to contact key persons such as the registered person. The chair of trustees, who contacted CIW with any changes or queries, had ensured that a capable treasurer was in place. Legal documents were in place such as insurance and leaders have registered with the Information Commissioners Office. Leaders have a sound understanding of their responsibilities to promote the Welsh language and can demonstrate the “active offer” is implemented as all forms and policies are available in Welsh.

Leadership is clear and effective which results in good outcomes for children.

4.2 How effective is self evaluation and planning for improvement?

Leaders promote a positive culture of self evaluation. There is on-going review and development of the service.

Leaders and practitioners know their service well and promote a positive culture of continuous self evaluation and improvement. Their annual quality of care report contained much information about the service including areas of good practice and plans for improvement. Some areas for improvement had already been acted upon, such as arranging “meet and greet” times for parents to see their children’s folders and speak to practitioners. Further improvements have been identified and are planned for the outdoor area and for snack time. These will enable children to engage with more activities outside and encourage their independence.

Leaders know the service well. Strengths and areas for development are recognised and action taken to maintain standards and consistently improve practice.

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

Leaders have systems in place for managing practitioners and resources.

The recruitment process ensures that the most appropriate people are recruited. Their ability to speak Welsh is assessed and promoted. We inspected practitioners' files and saw robust recruitment processes were followed ensuring practitioners had the relevant experience and qualifications. The person in charge was qualified to level 5 which is beyond the recommended qualification. All practitioners had current Disclosure and Barring Service checks in place. We also spoke to practitioners who confirmed they had a good experience during their employment. Appraisals had also been completed making sure practitioners had a voice and were listened to. Three practitioners cared for 19 children evidencing the recommended adult to child ratios was exceeded and children had ample attention from relaxed practitioners. We saw evidence that practitioners had attended all mandatory courses such as first aid, plus others such as Supporting Effective Communication and Developing Play Plans.

Leaders have effective and successful systems for managing recruitment, identifying training needs and working with practitioners to improve performance.

4.4 How effective are partnerships?

Leaders keep parents informed about the service and have important partnerships with them, the school and other agencies.

Leaders keep parents informed about activities. Practitioners were approachable and communicated openly with parents / carers when they collected their children. We saw messages from parents were effectively transferred from the school to the practitioners by an internal phone system. The school head teacher also visited briefly to pass a message to practitioners. Parents could speak to practitioners daily and had an opportunity to feedback their opinions using an on line questionnaire. Leaders also communicate and collaborate with the school for example teachers convey information about children's time at school with practitioners. The Mudiad also provided forms and policies for the service to successfully adopt.

Leaders successfully ensure partnerships with parents and others benefit the children and have positive outcomes for them and their families.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

In order to avoid the risk of cross infection, we recommended that gloves or tongs are used by practitioners to serve food .

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 11 October 2018 from 11.40 until 16.30.

We:

- Inspected a sample of documents and policies;
- observed practices and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children and three practitioners;
- inspected the areas used and
- reported our findings to the registered person.

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

www.careinspectorate.wales

About the service

Type of care provided	Childrens Day Care Full Day Care
Registered Person	Geraint Jones
Person in charge	Alison White
Registered maximum number of places	24
Age range of children	3 – 4 years
Opening hours	11.30 – 17.15 Monday to Friday during school term time
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	08 October 2015
Dates of this inspection visit(s)	11 October 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?	Yes This service 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:	