



Childcare Inspection Report on

Miri Meithrin (Llysfasi)

**Bryn Mair Farm
Bryn Mair
Llanfair Dyffryn Clwyd
Ruthin
LL15 2EF**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

02/05/2019

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Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Description of the service

Miri Meithrin Llysfasi is located in the rural village of Llanfair Dyffryn Clwyd on the outskirts of Ruthin. The service is registered to care for 27 children under 12 years old and offers a service specifically for children up to the age of four years. It is open Monday to Friday from 07:30 to 18:00, except for Bank Holidays and a week between Christmas and New Year. The registered person and person in charge is Mari Roberts. The service operates through the medium of Welsh with English also used.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

This is a service with active, happy and relaxed children. They enjoy the activities and express themselves confidently. Caring and professional practitioners provide for the children and meet their needs. A varied programme of activities is planned for the benefit of all children. The environment is safe, suitable and there are ample good quality resources both inside and outdoors. The leadership is effective with an ethos of regular self-evaluation. Practitioners are supported and there are close partnerships with parents.

2. Improvements

Since the previous inspection:

- Areas of play and relaxation have been set up and there is evidence of a greater variety of activities;
- children are able to help themselves to toys and games as they are stored in clear boxes which are labelled and
- staff meetings have been re-introduced to give practitioners a greater voice and input into the daily running of the service.

3. Requirements and recommendations

We made three recommendations in relation to written activity planning, medication sheets and supervision and appraisals.

1. Well-being

Good

Summary

Children's well-being is enhanced because they have a strong voice and can choose from a range of activities. They are happy, settled 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

Children expressed themselves confidently and made appropriate choices and decisions because they could explore their environment freely and chose from areas permanently set out. They were confident to communicate because they knew their home language was given due consideration. Children expressed themselves in Welsh and English. Children were listened to, for example when a baby wanted to be picked up and raised their arms they were cuddled, and when a toddler said "Mwy", practitioners knew what was meant and responded appropriately.

Children were content, spoken to kindly and had settled well. Bonds of affection with the practitioners were evident and children had fun with them and this resulted in much laughter being heard. Children had formed good relationships with each other as friends, they played together and readily approached practitioners for help for example, to operate toys or to read a book with them. They were confident to show us their toys and things they had made.

Children interacted well with practitioners for example they came to the table when asked to participate in a focused activity and older children tidied toys away. Children were learning to co-operate with each other and learning to negotiate as they were guided by the practitioners, for example sharing items such as the contents of a doctor's box. They played together with soft toys and blocks using their imagination. Toddlers were encouraged to be helpful by taking toys from one place to another and were praised. Toddlers showed kindness to each other and were happy to give hugs.

Children were motivated and positively occupied in their play and learning. Toddlers enjoyed playing with a sensory box and older children enjoyed singing by themselves for others. Pre-school children enjoyed a game of sounds lotto with a tape of animal sounds. Babies enjoyed bubbles, and sensory toys and were fascinated with a treasure box of shiny items.

Children had a good variety of experiences including freely chosen, self directed play which enabled them to gain a good range of skills such as speaking, listening, counting, and imaginative play. Children learnt about the weather and numbers in Welsh. Some children had learnt to go to the toilet independently and to wash their hands. Pre school children enjoyed being helpwr heddiw, giving out plates and helping themselves to their own drinks bottles, fruit pieces and toast.

2. Care and Development

Good

Summary

Practitioners are caring, nurturing and responsive to children's needs. They keep children safe and healthy by adhering to policies and procedures. They manage interactions successfully using positive strategies. Interesting activities are 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.

Our findings

Confident and capable practitioners cared for the children and met their needs. They supervised children well at all times. They understood and implemented policies and procedures for the service. Safeguarding procedures were discussed with a practitioner who was confident to contact the relevant agencies should a concern arise. Fire drills were practiced regularly and discussion with the practitioners assured us children would be safely evacuated in an emergency.

Practitioners promoted children's health in a number of ways. All areas were clean and tables were wiped using anti-bacterial spray and practitioners were aware of infection control principles. A nutritious snack of fruit pieces was provided with water or milk to drink and a suitable nutritious meal was offered following recommended guidelines. Practitioners ensured children were well hydrated, as water was available for children to help themselves. All practitioners had current paediatric First Aid qualifications and accident forms showed incidents were dealt with appropriately and parents signed the records. Medication had been administered according to instructions but most parents had not signed their consent beforehand in the space provided. Practitioners ensured all children benefited from outdoor play and we saw the outdoor area was almost in constant use by the various age groups including the babies. We saw many photos of children enjoying themselves outside.

Practitioners applied agreed procedures to promote positive interactions through celebrating good behaviour and stickers were used as rewards. Practitioners were kind and encouraging and skilfully gave explanations, for example when helping children to understand not to take others' toys, which children understood. They were good role models showing care and politeness, often saying please and thank you.

Practitioners were caring, nurturing and responsive to children's needs for example if they needed help to operate a toy drill in the building corner. Practitioners were confident and relaxed having the qualifications and professional development to perform their roles. Weekly planning had been completed which evidenced a good range and variety of activities, and children's development had been recorded. Although areas of play related to the foundation phase, the written planning did not reflect this. Planning should link activities to areas of development within the foundation phase such as language and numeracy.

Welsh is the language of the service and most children understood everything that was said and some could use simple Welsh phrases and sentences to respond.

3. Environment

Good

Summary

Leaders provide a secure environment and written risk assessments ensure all practitioners are aware of how to keep children safe. The space is suitable and children are supervised well by knowledgeable practitioners. Leaders also provide an environment which is varied, stimulating and suitable for the children. The quality and variety of the resources are good and enable the practitioners to promote children's development.

Our findings

All areas were safe and there was no unauthorised access and a record was kept of visitors. The outdoor play area was safe and enclosed. Areas outside and indoors were free from hazards and there were comprehensive risk assessments, including assessments for outings. These were dated to reflect that they are regularly reviewed. All practitioners had signed to say they have read them which is good practice. Practical measures were in place to ensure children's safety such as covers on the radiators.

Leaders ensured the whole environment provided for a wide range of play and learning opportunities. The areas used were suitable and included playrooms, small kitchen, low toilets, hand washing facilities and an enclosed outdoor play area. All areas were clean and tidy, warm, light and child centred. They were used well by practitioners and were set out at child height for them to access easily and furniture included child sized chairs and tables and suitable nappy changing equipment. The outdoor area was set out with activities to promote children's curiosity and learning such as a playhouse and areas where plants were growing. The environment was comfortable, stimulating and children had space for their belongings.

All children had access to a wide range of good quality, developmentally appropriate play and learning resources indoors and outside. All were clean and in good condition and were in sufficient quantity to ensure children had a good variety and choice. Cleaning lists in all rooms evidenced that toys are cleaned regularly. We saw plenty of resources and materials in storage and boxes which were labelled for ease of tidying. Natural materials were used such as baskets of sensory toys in the baby room and large wooden toys for the toddlers and wooden play furniture in the pre school room.

4. Leadership and Management

Good

Summary

Leadership is knowledgeable and strives to provide a quality service. There is an ethos of self evaluation and forward planning of activities. 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

Leaders have a sense of purpose that promotes and sustains improvement and good outcomes for the children. The registered person and room leaders had a sense of purpose and expectations to promote improvement. Policies were kept under regular review. We observed a happy, competent and well-supported workforce who had a good rapport with children and parents. We saw consistent good practice and practitioners worked well as a team. Leaders ensured legal obligations were met such as public liability insurance and the Statement of Purpose was detailed and included all the information required for parents to choose what kind of service they required for their child.

Leaders and practitioners know their service well and promote an ethos of continuous self-evaluation and improvement. There were systems for monitoring and evaluating the service and parents' views were being sought for the most recent review. Leaders consider and respond positively to recommendations made to improve the service. Strengths, areas for development and action taken were identified to maintain performance and implement change.

Leaders ensured recruitment was well managed to meet the needs of the children. Relief practitioners were available to cover absences ensuring consistency for the children and all had current Disclosure and Barring Service checks in place. We spoke to practitioners who confirmed they had a good experience during their employment. All mandatory training was up to date and annual appraisals were in the process of being completed. These had not been recorded for over a year and should be conducted annually. Practitioners told us that the registered person is ready to listen to them and considers their views. Staff meetings and social events also take place for practitioners. Leaders and practitioners were approachable and communicated openly with parents. They had a good rapport with parents and relevant information was shared with them verbally and using a notice board. Parents told us that they were very happy with the service and their children had made good progress since attending. They told us practitioners were very approachable and helpful and they chose the service as it was small and rural. Practitioners use visitors to enhance the experiences of the children, for example, a music and dance professional attends once a month and community links are developing.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommended that:

- there is more detailed planning in the pre school. This should link activities to areas of development within the foundation phase such as language and numeracy;
- practitioners should obtain parent's prior consent to administer medication and ensure parents signature is obtained and
- leaders should complete supervision and appraisal documentation in a timely manner.

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 25 April 2019 from 9:30 – 13.15 and 02 May 2019 from 8.00 – 10.45. The second visit was necessary to complete observations and report our findings to the registered person.

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, two parents and five 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

7. About the service

Type of care provided	Childrens Day Care Full Day Care
Registered Person	Mari Roberts
Registered maximum number of places	27
Age range of children	3 months – 4 years
Opening hours	Monday to Friday from 08.00 – 18.00 except bank holidays and a week between Christmas and New Year
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	01 March 2017
Dates of this inspection visits	25 April and 02 May 2019
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:	

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