



Childcare Inspection Report on

Miri Meithrin (Pwllglas) Welsh Day Nursery

**Gronant
Ruthin
LL15 2PH**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Miri Meithrin Pwllglas is a day nursery located in the rural village of Pwllglas on the outskirts of Ruthin. The service is registered to care for up to 22 children and is open Monday to Friday from 7:30 am to 6 pm except for Bank Holiday's and a week between Christmas and New Year. Children are cared for in two main play rooms on the ground floor with a baby room and sleep room on the first floor. There is also a large garden that children use frequently. The registered person is Mari Roberts. The service is a Welsh language service, with all staff being Welsh speakers, and English is also used.

Summary of our findings

1. Overall assessment

This is a busy service with active, happy and contented children. Practitioners are kind, experienced, qualified and have a good rapport with the children. A varied programme of activities is planned for the benefit of all children. The environment is safe and adapted to the care of children with many facilities both inside and outdoors. The leadership and management of the service is efficient and successful and makes improvements for the benefit of the children.

2. Improvements

Since the previous inspection:

- New flooring in the downstairs rooms means that children can eat meals in their base rooms where there is more space for them.
- The outdoor area has been improved with a separate area for older children to play with the mud kitchen and other items.
- Gazebos have been used in the outdoor grassed area for babies to be outside daily in the summer.
- Children are safer in the event of a fire as a new fire alarm system has been installed and regular fire drills include all practitioners.

3. Requirements and recommendations

Two recommendations have been made in relation to the planning of activities and managing practitioners, and these can be found in section 5.

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 growing in confidence and independence.

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 well and made appropriate choices and decisions because they were aware of the activities available, including playing with hoops, balls and catchers, and bikes outside. Whilst space indoors was limited some activities were set out and we observed a child choosing a jigsaw from the storage area. Children moved around freely and confidently and the sleep patterns of the younger toddlers were adhered to. Children were confident to speak with us and the practitioners because their home language was given due consideration as Welsh was spoken with all children and sometimes English. Children had support to find solutions and do things for themselves as was demonstrated when they were encouraged to feed themselves and helped to put shapers in a shape sorter.

Children have a 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.

All children had settled and were happy to show us what they were making and their painting activities. Children expressed enjoyment as they played on bikes outside. They were content, spoken to kindly and reassured by practitioners when necessary, for example if they hurt themselves. We heard children laughing often and they had clearly formed friendships with each other and the practitioners and went to them if they needed help, such as with putting their coats on.

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

1.3 How well do children interact?

Children interact very well with each other and the practitioners.

Children co operated well with their peers and adults. They negotiated with each other as they played together, sharing toys including play dough implements and construction bricks. We observed they were polite with adults, for example, saying thank you at snack time. Children took appropriate care of equipment and resources and knew where toys were

kept. Most children played along side others and enjoyed adult led play such as playing with a shape sorter or completing a jigsaw. Younger children were becoming self aware and expressed their preferences as they held practitioners hands and led them to what they wanted.

Children interact successfully and have learnt 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 were able to explore their environment safely. Children had extended periods of uninterrupted play, for example they played outside and enjoyed seeing how ice had formed and seeing how windmills worked. During practitioner led activities children concentrated for an appropriate amount of time, for example when they were setting out a train track and painting their own pictures. Children were enthusiastic and enjoyed a time of singing action songs. They could relax after lunch and some older children chose to sleep briefly.

Children enthusiastically enjoy the activities provided.

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 for instance, we saw a child learning to count as they shared play dough cutters. Children were able to accomplish things for themselves because they had the appropriate self help skills, for example many children went to the toilet by themselves and washed their hands before a snack with help if needed. A baby was learning to walk in the baby room as they pulled themselves up, and used low furniture to help them. Children had secure relationships with consistent practitioners, which helped them gain confidence and overcome challenges. A child had a sense of achievement in being Helpwr Heddiw and giving out the deserts at lunch time.

Children are frequently learning a variety of skills, are encouraged to become independent.

2. Care and Development

Summary

Practitioners keep children safe and healthy by adhering to a number of 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 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. Discussion with a practitioner showed that they knew the safeguarding process to follow should they have concerns about a child in their care. Training certificates evidenced they had completed safeguarding training and the necessary contact numbers were on file. Baby monitors and regular observations were used to check on sleeping babies. Most practitioners had current First Aid qualifications and accident forms showed incidents were dealt with appropriately and parents were informed and signed the records. Practitioners ensured that children had the opportunity to be physically active outside at least twice a day. Babies were taken outside if their routine and the weather allowed and so this was not observed but we saw photos taken in the summer of children enjoying themselves in the garden. We observed a healthy snack with water or milk to drink being provided, evidencing that practitioners promoted healthy eating principles. We also saw a healthy lunch was provided and a nutritious three week menu was on display. The Food Standards Agency had awarded a Level 5 for safe food preparation. Comprehensive records showed that fire drills were conducted regularly and procedures evaluated to ensure children and practitioners know how to safely evacuate the children from the premises in an emergency. All areas were clean and practitioners applied the principles of the Infection Control Audit Tool as we observed the correct table wiping procedure. The registered person intends to use the document as part of the induction of new practitioners.

Practitioners 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 promoted positive behaviour well through celebrating good interactions. They praised children often, for example for saying please, thank you and for helping to tidy toys away. Practitioners showed respect for children's views as they sat and spoke informally around the snack table. They understood child development and how it impacts upon child behaviour and used opportunities to give simple explanations to help children understand

principles such as taking turns. They used distraction to good effect as was demonstrated when a child wanted to play with something he wasn't allowed. Reward systems such as a star chart and Helpwr Heddiw work effectively as incentives for children. Practitioners were good role models and spoke softly and kindly to children.

Practitioners manage children's interactions successfully, 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 experiences inside and outdoors.

Practitioners constantly interacted happily with the children, creating a relaxed atmosphere and helping children to engage with activities. Monthly and weekly planning was seen which evidenced a good variety of ways to engage the children in areas of development such as physical, language, numeracy and opportunities to be creative. Spontaneous learning opportunities were used such as seeing frost and ice outside and children were taken out again after lunch to see if the ice had melted. Practitioners provided a variety of activities inside and outside including singing, craft, books, and outside a little kitchen. Musical toys were used in the baby room encouraging their sensory development. Children whose home language was not Welsh were incidentally and naturally learning Welsh phrases. They understood well and followed simple instructions.

Practitioners met individual needs as they knew the children well, for example they knew about children's development and linguistic backgrounds. Practitioners knew about the sleep patterns of the children and adjusted their routine accordingly, for example letting them sleep longer. Personal details for children had been updated by parents. Developmental records were kept with photos of the children and examples of their creations which were shared with parents.

Practitioners effectively promote children's learning through providing a play environment with ample activities. They meet individual needs as they know the children well.

3. Environment

Summary

Leaders provide a secure environment and comprehensive and evaluated written risk assessments ensure all practitioners are aware of how to keep children safe. Leaders ensure children are supervised well both inside and outdoors by knowledgeable practitioners. Leaders also ensure 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 ensure the environment is safe and secure.

All areas inside and outside were safe and we saw safety features such as safety gates and rubberised tarmac outside. There were risk assessments signed by all practitioners evidencing they knew what the risks were and how to manage them. A full review of risk assessments had been undertaken to ensure the environment was maintained to the best possible standards and was safe. As a result a new fire alarm system was installed. All visitors were required to sign the visitors' book after being admitted through the outer locked door. Outside areas were safe and enclosed. The evacuation plan had been revised and shared with all practitioners and was on display.

Leaders effectively ensure the environment and activities are 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.

All rooms were suitably furnished including small tables and chairs and sleeping mats. Comfy seating was available in all rooms. There were child sized toilets to enable children to use them independently and a fully equipped nappy changing area. Room temperatures were recorded in the baby room and evidenced the environment has always been warm enough. The outdoor space was used to best effect to enable children to benefit from regular exercise and fresh air. We saw children using a variety of equipment such as bikes, chalking and bats and balls.

Leaders consistently ensure the environment is well equipped, child friendly and stimulating.

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

Leaders ensure the resources and equipment are varied, age appropriate, clean and of good quality.

All toys and games were clean and in good order. Toys in the baby room were cleaned regularly, monthly as records showed. Equipment and furniture was suited to the ages of children attending, including outdoor equipment such as balls and hoops of various sizes. There were plenty of consumables such as painting and craft items. Multi cultural and Welsh resources were available. Toys in the downstairs rooms were stored in boxes that children could reach or see which enabled their choices.

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 and good outcomes for children. Self-evaluation is effective and improvements are made considering all involved. Leaders ensure practitioners have sufficient on going training, support and resources but some improvement can be made in this area. Partnerships with parents and others are effective for the benefit of the 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 have a sense of purpose and expectations to promote improvement and good outcomes for children, for example ensuring the calibre and practices of practitioners are meeting the needs of the children being cared for. We observed a happy, competent and well supported workforce and practitioners told us it is a good place to work. We saw consistent practice throughout the service and practitioners worked well as team. Leaders have always complied swiftly with any recommendations made and ensure legal obligations are met such as public liability insurance. The registered person ensures that CIW have an up to date copy of the Statement of Purpose and all policies had been reviewed and updated between March and May 2018.

Leadership has a clear sense of purpose, 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.

Leaders and practitioners know their service well and promote a positive culture of continuous self-evaluation and improvement. They consider the views of others and implement changes when they are able. Their own annual quality of care report for 2018 contained much information about the service including areas of good practice and plans for improvement. Some areas for improvement had already been acted upon, including changing the flooring in the rooms, which had been suggested by practitioners.

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

We inspected a file for the newest practitioner and saw robust recruitment processes were followed ensuring practitioners had the relevant experience and qualifications. 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 but there had not been full staff meetings for some time. There were documented annual appraisals when training was identified. We saw blank supervision notes ready to be used, and the registered person was eager to involve the staff more and delegate some responsibilities.

Leaders have effective systems for managing recruitment but need to improve supervision and practitioner involvement.

4.4 How effective are partnerships?

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

Leaders and practitioners were approachable and communicated openly with parents when required. Parents can speak to practitioners daily and have an opportunity to feedback their opinions annually in writing using a questionnaire. We saw many thank you cards from parents and children indicating satisfaction with the service. Parents of the babies are given written information about the child's day. We saw regular newsletters giving parents extra information. The registered person used an outside agency to lead on health and safety issues and has improved fire safety as a result. Courses are also accessed through links with the Mudiad, the NDNA and the local Family Information Service. A parent told us that their child had settled really well and that they are happy because the nursery is small and homely and everyone knows their child by name.

Leaders 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

- to extend the planning of activities to include a link to the children's development records. They could also show how outdoor play is planned for and indicate which skills children are learning through participating in the activities.
- to hold regular staff meetings which include all staff to give them a greater voice and to record supervision meetings.

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 3 January 2019 from 09.40 – 15.50.

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, one parent and two 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	Mari Roberts
Registered maximum number of places	22
Age range of children	3 months to 4 years
Opening hours	Monday to Friday 07.30 – 18.00 except bank holidays and one week closed between Christmas and the New Year
Operating Language of the service	Both English and Welsh
Date of previous Care Inspectorate Wales inspection	25 January 2017
Dates of this inspection visit(s)	03 January 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:	