



# Childcare Inspection Report on

**Meithrinfa Traed Bach**

**Yr Hen Lyfrgell  
Stryd Yr Aradr  
Llanrwst  
LL26 0AG**

**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 Traed Bach Cyf's responsible individual is Nia Roberts and the person in charge is Natalie Speiser. The service is located in the town centre of Llanrwst in Conwy. It is registered to care for a maximum of 42 children under the age of 12 years. The opening hours are 8:00 am – 18:00 pm from Monday – Friday. The service is working towards the Welsh Language 'Active Offer' and operates bi-lingually.

## **Summary of our findings**

### **1. Overall assessment**

Children are enthusiastic and enjoy their play and learning. Staff are friendly and have a gentle caring approach. The indoor environment is brightly decorated and child-centred. The outdoor areas offer children the opportunities to develop their physical skills in the fresh air. Leaders manage the service appropriately.

### **2. Improvements**

There have been significant improvements made since the last inspection owing to leaders taking positive action to address most of the recommendations which were made by Care Inspectorate Wales. Leaders have ensured child records contain their GP contact details, improved deployment of staff during meal times has resulted in children's experiences at this social time being enriched, the nappy changing mount has been strengthened and a safety barrier purchased, ventilation is being monitored, fans have been purchased for each room and a risk assessment written, the outdoor staircase steps have been re-surfaced, staff personal belongings and general clutter has been removed from the nappy changing area, a new kitchen door has been purchased to improve security, liquid soap dispensers are accessible for children to use independently, fire drills are being conducted at a more regular frequency, staff are highlighting the importance to parents about bringing in their child's daily diary and one of the out door play areas has improved with children's art work being displayed on the wooden play house and flowers have been planted to help children learn about the natural world.

Since this inspection the responsible individual has submitted to Care Inspectorate Wales a much improved statement of purpose has updated one staff file to include a health declaration form and is satisfied with the suitability of two other staff members having seen their Disclosure and Barring Service certificates.

### **3. Requirements and recommendations**

We have made recommendations in relation to offering more opportunities to develop children's self-help skills, revising the hand washing practices, updating the statement of purpose to include more detailed information, formalising one-to-one supervision, lowering

storage for babies to access toys easily and placing a notice / reminder to staff about the procedure to secure the kitchen door.

We found that the service did not meet legal requirements relating to staff files as they did not contain all the necessary information, therefore, we have brought this area for improvement to the attention of the responsible individual.

# **1. Well-being**

## **Summary**

Children are confident to speak up and make requests. They are familiar with the daily routines which give them a sense of security. Children interact positively with their friends and with those caring for them. They are enthusiastic and enjoy their play and learning. Children are developing their independence positively. However, consideration should be given to offering more opportunities for children to develop their self-help skills.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children are confident communicators.

Children spoke with confidence with their friends, those caring for them and with us. They asked us our names and enquired about what we were doing. One child told us that when they wake up in the morning they say "*Hooray, it's Traed Bach today*". One child politely asked staff if they could help them with their shoe laces and a staff member did this straight away. Children told us they enjoy attending and they like to play outside and paint. A child was asked if they would like to colour in but they said "*No*", this was respected by staff and the child chose to play with the garage instead. Children made requests at meal times for more food and drink and this was given to them without question.

Children are provided with care which enables them to speak up and express themselves positively.

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

Children feel secure.

Children were happy and approached staff with ease to talk to them, make requests or when they wanted a cuddle for reassurance. They were praised for their efforts throughout the day. For example, two younger children were told "*Well done*" for playing nicely together with the zoo carousel toy. One child as they sat in their buggy ready for sleep requested their milk bottle which was given to them kindly by a staff member. This made the child feel secure. Owing to the lunch time routines being improved and staff being deployed effectively at this time of day, children were seen to enjoy this social occasion, they ate and drank well and were happy.

Children are provided with a warm caring approach which helps them feel safe, valued and happy.

### **1.3 How well do children interact?**

Children interact well and are learning to share and take turns.

Children were learning to co-operate and help one another. We saw younger children helping one another to fill the different sized containers with sand in the sand tray. One child started to walk away from the tray with a container full of sand. When staff explained gently to the child to bring it back, in case it went all over the floor the child co-operated. Children were learning the importance of sharing, for example, we saw children waiting patiently for their friends to finish role - playing with the snow white and red dragon costumes so they could have a turn to dress up.

Children are provided with opportunities to help them learn about positive interactions to build friendships.

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

Children are enthusiastic and enjoy their play and learning.

Children enjoyed playing with a selection of farm yard animals. They laughed as the staff member asked them what noise did the pig make and they said "oink oink". Children were expressive in their play and enjoyed making train noises as they played with *Thomas the Tank*. Younger children babbled to a selection of small world figurines as they placed them in a row to sit on the arm of the settee. We saw one child wanted to play in the home corner with the kitchen but there were no related props set out. After we asked staff, they placed a box of props on the floor and the child reached out for the saucepans and teapot and placed them on the hob. They showed us how they had made pizza, displaying the toy pizza slices in a pan. Children enjoyed making different characters with a variety of construction accessories. They also had fun experimenting with speed and motion while playing with a selection of vehicles and a garage. One child showed us how the blue tanker truck could move quickly under the table and the chair. Other children were seen carefully drawing pictures and being supported to write their name on chalk boards. One child said to their friend they were drawing a picture of "Taid". Their friend smiled. Younger children enjoyed playing a game with soft teddy bear skittles and had fun knocking them down. Children enjoyed the mark making activities and they were eager to show us the vibrant neon paint they were using to make prints with cotton reels. During outdoor play children were developing their physical motor skills in the fresh air, they enjoyed pedalling the trikes and cars around the play area. Other children were actively playing "What's the time Mr Wolf?" with other children enjoying this play through sitting down and watching their friends.

Children are provided with a variety of activities to keep them active and interested in their learning through play.

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

Children are developing their independence positively.

Children enjoyed freely exploring their play area and choosing the activities they wanted to play with. They accessed the toilets independently and washed their hands on their own as they could easily access the soap dispenser and paper towels. Younger children enjoyed

sitting on the settee by themselves to read soft books and play with a cuddly toy. During meal and snack times children were served their food and drink, we spoke to staff about creating opportunities for children to help themselves as this would help develop their self-help skills. One child showed us how they could put on their own shoes which made them smile as they were able to complete tasks for themselves.

Children are provided with care which promotes their learning and development but further consideration could be given to promoting their self-help skills.

## **2. Care and Development Summary**

Staff have appropriate knowledge of their roles and responsibilities in keeping children safe and healthy. They manage interactions with a calm and patient approach. Staff facilitate interesting activities to develop children's learning through play and are responsive to their individual needs.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff promote healthy practices but consideration could be given to revising the procedures for hand washing.

When we questioned staff about safeguarding they were confident about the steps they would take if they were concerned about a child in their care and understood the safeguarding policy for the service however, the contact details in this policy required updating. Staff had recorded and undertaken regular fire drills to ensure children and staff knew what to do if they had to leave the premises quickly in an emergency. Staff generally kept children safe and healthy through promoting healthy practices. For example, we heard staff encouraging children to wash their hands before lunch and after using the toilet. We did see children washing their hands in the sink but with the same water already used by their friend. We explained to staff this was not in line with Public Health Wales guidance (2014) and they would need to revise this practice to eliminate the risk of cross infection. We observed nappy changing and this was in line with the infection control guidance. Staff spoke to each child gently throughout the nappy change which made the child feel relaxed and settled. We spoke to staff about ensuring children's beakers / drinks of water were accessible to them throughout the day so they could have a drink when they wanted to and keep hydrated. Staff ensured children ate healthily and provided them with a hot nutritious meal at lunch time. In October 2017 they were awarded a food hygiene rating of 5 (very good) by Conwy food standards agency. Staff promoted good health by making sure children had plenty of opportunities to play outside in the fresh air.

Overall staff understand their roles and responsibilities in keeping children safe and healthy.

#### **2.2 How well do practitioners manage interactions?**

Staff manage interactions with a calm and patient approach.

Staff were role models of good behaviour themselves and encouraged children to be polite. We saw during activities staff helped children to understand the importance of turn taking and being kind to one another. For example, they taught them to take turns with using the cloths to wipe the chalk boards and when dressing up with a selection of costumes. They promoted good interactions through using positive language and celebration and rewarded children with praise, smiles and cuddles.

Staff use positive strategies to manage interactions resulting in children's acceptable and polite behaviour.



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

Staff promote children's learning through play and respond to their individual needs well.

Staff led interesting activities for children and they implemented some of the principles from the foundation phase curriculum to allow them to follow their own interests. They facilitated good quality storytelling activities to help children to develop their language skills and vocabulary and prompted them to ask and answer questions. Staff encouraged children to practice writing letters and numbers by offering a variety of mark making opportunities through painting and using chalk boards. They engaged positively with children throughout their activities, providing additional support when needed. Staff were responsive to the needs of children, for example, when a younger child did not want to sleep they played a game of soft ball football which the child enjoyed. They were animated as they sang Welsh and English nursery rhymes and encouraged children to participate. For example, children enjoyed singing the "*Wheels on the bus*" and moved their bodies as they sang.

Staff facilitate appropriate activities to develop children's learning through play and are responsive to their individual needs.

### **3. Environment**

#### **Summary**

Leaders ensure the environment is safe. There is sufficient space and facilities to meet the needs of those using the service. Leaders ensure children have access to toys and resources which are suitable for their age and stage of development.

#### **Our findings**

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

Leaders ensure the environment is safe.

We found the environment to be safe, secure, clean and suitable for purpose. Leaders had a system for managing access to the premises and a record of visitors was kept. CCTV was in operation throughout. The purchase of a new kitchen stable door meant the lower part of the door could be secured to prevent unauthorised access while leaving the upper half open to ventilate the kitchen. We asked leaders to display a notice in the kitchen so all staff members were aware of the procedure in keeping the door secure should the cook be absent. Ventilation is an on-going issue, on the day of the inspection leaders had ensured fans were operating in each of the rooms and these were positioned safely. A risk assessment has also been written to ensure that on warm days children are kept cool and hydrated. A large white cloth has also been placed on the glass ceiling to shield some of the sunlight. Leaders ensured staff understood their roles and responsibilities and they supervised children well during activities.

Leaders make certain the environment is safe and staff are deployed in a way as to provide appropriate supervision to ensure children's safety.

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

Leaders ensure the premises is suitable.

Leaders ensured children were cared for in a comfortable and supportive environment. It was brightly decorated and child-centred which helped to create a sense of security and belonging. Leaders ensured children felt welcome by making sure they had their own dedicated spaces to store their personal items. As toy boxes in the baby room were out of their reach we asked staff to consider offering children more choice of play and learning by positioning some of the boxes on the floor / within reach. Furniture was appropriate for the stage and development of children and the environment offered appropriate play opportunities. There was a designated space for staff to store their personal belongings and a suitable office for them to hold confidential conversations. Leaders had improved the nappy change area by strengthening the nappy change unit with metal legs and purchasing a new safety barrier. Play rooms were brightly decorated with children's themed art work. For example, the current theme was the zoo and children had coloured in and cut out monkeys to hang like bunting to decorate the room. They had also made giraffe heads using hand prints and finger painted the eyes and spots.

Leaders ensure there is sufficient space and facilities to meet children's needs and their art work is displayed to create a sense of belonging.

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

Leaders ensure children have access to toys and resources which are suitable for their age and stage of development.

Resources for both indoor and outdoor play were available in sufficient quantity to ensure children had variety and choice. There were some multi-cultural resources and references to local areas to help children learn about their wider society and community. This is an area which could be developed further to extend children's knowledge about where they live and the world around them. Leaders need to ensure related props are available for children to use in the home corner. For example, one child showed us the washing machine but there were no clothes inside it to develop imaginary play. Resources and equipment for children were of good quality and the paints used were rich and vibrant in colour.

Leaders ensure children have space to move around freely and have access to a variety of interesting activities to promote their learning. Further consideration to provide related props in the home corner would help develop children's role-play and imagination.

## **4. Leadership and Management**

### **Summary**

Leaders manage the service appropriately. They have a system to evaluate the service to ensure secured outcomes for children are achieved. Leaders have built an effective staff team who work together well. They have built positive partnerships with parents.

### **Our findings**

#### **4.1 How effective is leadership?**

Leaders manage the service appropriately.

A statement of purpose was available but needed to be amended to include the necessary information. We recommended they provided more information under each of the headings as outlined in standard one of the national minimum standards so that parents are given sufficient information for them to make an informed choice about the service. Staff we spoke to told us they felt supported by leaders. Policies and procedures were in place and these had been reviewed. The public liability insurance was current. They had taken action to address most of the matters raised at the previous inspection to ensure better outcomes for children.

Leaders are managing the service positively to ensure outcomes for children improve.

#### **4.2 How effective is self evaluation and planning for improvement?**

Leaders have completed a comprehensive report reviewing the quality of care.

Leaders have evaluated the service and drawn on the comments of children, staff and parents to write a comprehensive report on the quality of care. They have also focused on the recommendations which were made at the last inspection and highlighted what action will be taken. This has been positive as the standards of the service have improved resulting in better outcomes for children.

Leaders have a system to evaluate the service to ensure secured outcomes for children are achieved.

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

Leaders have built an effective staff team who work together well.

Leaders are now deploying staff effectively to ensure the meal time experience for children is enriching. This is a significant improvement since the last inspection. We inspected three staff files and found they did not contain all of the necessary information to meet compliance. We did not issue a notice on this occasion as this matter had no adverse impact on the welfare and safety of children. We have made the responsible individual aware so they can address this matter. We inspected three children's records and these had all the required information. We spoke to staff and they told us that supervision is

informal and they can approach the person in charge at any time to gain support. We spoke to the responsible individual about considering formalising one-to-one supervision so there is a written record of staff's professional development and any training needs identified to improve practice. Appraisals had been conducted and these were recorded.

Leaders are approachable and acknowledge areas to be considered for improvement.

#### **4.4 How effective are partnerships?**

Leaders have built positive partnerships with parents.

We spoke to parents and they told us how happy they were with the service. One parent told us the communication with staff was "*good*" and another parent said the service was "*fantastic*" and they did not know what they would do without it. Parents told us their children were happy and settled. Staff told us they are encouraging parents to bring in their child's diary so they can complete it daily noting their child's progress and development.

Leaders at Meithrinfa Traed Bach Cyf are working effectively with parents to ensure outcomes for children are positive.

## Improvements required and recommended following this inspection

### 5.1 Areas of non compliance from previous inspections

None

### Areas of non compliance identified at this inspection

We informed the responsible individual they were non-compliant with the following regulation. We did not issue a non compliance notice as we did not find evidence, on this occasion that this had an impact on the welfare and safety of children. This matter must be addressed.

- **Regulation 28 of *The Child Minding and Day Care (Wales) Regulations 2010* (“the 2010 Regulations”): Suitability of workers:** the responsible individual was unable to evidence that all the required information was collated in order to satisfy themselves all staff working with children are suitable to do so.

## Recommendations for improvement

Leaders could consider:

- Further opportunities to developing children's self-help skills especially at meal times and for younger children, making sure their drink beakers are accessible to them when they want a drink during play to help develop independence;
- placing a notice in the kitchen to remind staff of the safety procedures to take regarding the kitchen door;
- positioning some of the toy boxes in the baby room on the floor / within children's reach;
- revising hand washing procedures for children in line with the *Infection Prevention and Control for Childcare Settings: (0-5 years): Nurseries, Child minders and Playgroups: All Wales Guidance*. Public Health Wales (2014);
- providing more information in the statement of purpose, using the sub headings in standard one of the *National Minimum Standards for Regulated Child care for children up to the age of 12 years* as a guide;
- formalising one-to-one supervision and keeping written records for each staff member and
- extending children's knowledge about the world around them with consideration to developing multi-cultural resources.

## **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 Thursday 02 August 2018 from:

9:20 am – 12.00 pm and 12:50 pm – 16:10 pm:

We:

- inspected a sample of documentation, policies three staff files and three children's records;
- observed practice and completed observations using the Short Observational Framework for Inspection tool (SOFI2) to capture evidence of children's engagement and the care being provided by staff;
- inspected the areas used, toys and resources;
- spoke to children, staff, person in charge (who was officially on leave but came in for a short period in the morning to speak to the inspector), responsible individual, parents and
- provided feedback to the responsible individual.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)



## 5. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Nia Roberts
Person in charge	Natalie Speiser
Registered maximum number of places	42
Age range of children	Under 12 years
Opening hours	Monday – Friday: 8:00 am – 18:00 pm.
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	06 June 2016
Dates of this inspection visit(s)	02 August 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?	<i>This is a service which is working towards providing an "Active Offer" of the Welsh language and intends to become a bi-lingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.</i>
Additional Information:	

