



Childcare Inspection Report on

Cylch Meithrin Morfa Rhianedd

**Portacabin, Ysgol Morfa Rhianedd
Cwm Road
Llandudno
LL30 1EG**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

04/06/2019

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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

Cylch Meithrin Morfa Rhianedd, Conwy is registered to provide care for 26 children under the age of 12 years and opens Monday to Friday from 08.45 – 11.15 and 11.30 – 3pm hours during school term time. The premises are adjacent to Ysgol Morfa Rhianedd primary school on the outskirts of Llandudno. The service offers places for children aged 2 – 4 years including those who are eligible through Flying Start and the Local Authority's Early Years Entitlement schemes.

Rachel Huws and Gwennan Griffith are the registered persons and Isabella Leonard and Catherine Charles are the persons in charge of the day to day management of the service. This service provides the Welsh Language 'Active Offer'.

Summary

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

1. Overall assessment

Children feel safe, happy and enjoy their time at the service. They are confident and familiar with the daily routine and formed positive relationships with their friends and staff. Staff know the children well. They provide a wide range of stimulating and interesting play opportunities to promote the children's all round development. Leaders ensure the environment is generally safe, welcoming and clean with areas of interest set out, both inside and outdoors which encourage children to learn. Leaders have established a staff team who understand their roles and responsibilities. Leaders generally have a good understanding of how to manage the service but some improvement is needed in order to fully comply with regulation.

2. Improvements

Since the last inspection, leaders have ensured;

- Staff have attended training and courses in relation to the care of children, and
- purchased toys and equipment for the benefit of children.
- When we visited the service in June 2019, staff had secured a cabinet in the playroom to ensure any paperwork was kept confidential.

3. Requirements and recommendations

We found the service did not meet legal requirements relating to staff files, a Disclosure and Barring Service certificate needed to be renewed in line with current Care Inspectorate Wales guidance, regular individual staff supervision, recent annual appraisals and risk assessment records. We found on this occasion, these did not affect the overall care of children so we did not issue non compliance notices. We have brought these areas for improvement to the attention of the registered persons to be addressed.

Recommendations were made in relation to care and development, the environment and leadership and management.

1. Well-being

Good

Summary

Children express themselves confidently and are listened to. They feel happy and secure and learn how to interact positively. Children enjoy a wide range of activities which enable them to develop different skills. They are motivated in their play, learning to do things for themselves and use their imagination well.

Our findings

Children had a strong voice and what they had to say was listened to by staff. For example, children who were hungry after arriving from school sat and ate their packed lunch when they wanted and did not have to wait until the designated lunch period. Children were asked which fruit they would like to eat and whether they would like milk or water to drink with their morning snack and provided with their choice straight away. Children chose where and with whom they wanted to play; deciding to play inside or outdoors and could freely access the resources of their choice as they were within reach.

Nearly all children settled well and understood the daily routine. For example, they arrived smiling and put their coats and bags away before settling in to play. Children had formed warm bonds of affection with staff and confidently told them what they had been doing in school. They were making friends and enjoyed playing together. For example, they held hands to form a circle at song time, rode their bikes alongside each other outdoors and chatted together during activities. Children were inquisitive and self-assured; asking us what we were doing before telling us what they liked to do, such as playing outdoors. Younger children were happy to be comforted when they felt a little upset, even falling asleep for a short time, showing they were content.

Children were beginning to understand how to interact positively and excitedly greeted a staff member's daughter with a high five when she arrived to eat her lunch. Children chatted amicably together and showed good manners towards each other and staff by saying please and thank you. Children were proud to show off their achievements and smiled broadly when praised for drawing a picture of a caterpillar. They were familiar with the daily routine and when reminded to wash their hands before snack time, they listened to the instruction and promptly undertook the task.

Children enjoyed a variety of organised and free play activities, exploring the environment as they wished, safely. For example, outdoors they practiced their pedalling skills; using the path to ride their bikes before completing little circuits at the bottom and successfully balanced and stepped across the wooden stumps. Indoors they skilfully used scissors during a planned activity. They cut shapes to make caterpillars, telling staff they would not hurt themselves as they focussed on the task. Children were delighted when it was time to sing and dance. They knew all the words to the Welsh songs and enthusiastically danced or acted out the different mimes accompanying the tunes.

Children were developing their independence and learning different skills. For example, they fetched their own bags when it was time to go home and had plenty of opportunity to develop physical skills during outdoor play. They were motivated in their play and followed their own interests. For example, they were heard making up stories as they played with the dolls or when they dressed up in different outfits. Children used their imagination and particularly enjoyed being chased by the 'tiger' (a staff member) during song time, laughing and giggling as they ran away pretending to be scared. They understood the importance of keeping healthy and told us they knew washing their hands helped to get rid of germs.

2. Care and Development

Good

Summary

Staff have a clear understanding of their roles and responsibilities in keeping children safe and healthy. They are kind, good role models and promote positive interactions. Staff know the children well and provide a range of interesting play and learning opportunities, which enable children to develop and grow.

Our findings

Staff promoted children's welfare effectively. They understood how to keep children safe should they have any safeguarding concerns and promoted healthy lifestyles. For example, they encouraged children to learn about good oral health through following the Welsh Government's Designed to Smile initiative. Staff had the knowledge to attend to a child with minor injuries as they held appropriate First Aid qualifications. Accident and incident records were kept and signed by parents to acknowledge having been informed. Staff had undertaken an audit of how they managed cross infection in line with Public Health Wales' Infection Prevention and Control guidance in 2017. By reviewing this at least annually would remind staff of the best practice in managing cross infection. For example, the nappy change mat needed to be cleaned twice after use in line with the guidance and not just once. Staff followed the Food Standards Agency's 'Safer food, better business' procedures and had been awarded the highest score of 5 from them for the storage, handling and preparation of food. We saw staff in practice cleaning tables before and after snack/meal times and keeping the kitchen and surfaces clean. Staff had established procedures to ensure daily attendance records were accurately recorded.

Staff created a happy and positive environment where children felt valued. They consistently followed the service's policy in managing positive interactions and modelled good behaviour; speaking to children with respect and in a language children understood. Staff frequently promoted good interactions and praised children for being kind, showing good manners or acknowledging their achievements. For example, when children were a little unsure of joining in with the dance activity, staff held their hands gently to dance with them and, with plenty of praise and encouragement, children were happy to carry on the activity on their own.

Staff worked well together to monitor and record children's progress in relation to children not yet attending school part time. They planned engaging activities covering the Foundation Phase areas of learning; making sure activities suited all of the children's ages and maintained their interest. For example, the theme around caterpillars intrigued the children as they studied their progress, painted different fruits the caterpillars liked to eat and engaged well with a story about a caterpillar. Staff knew what children liked and ensured each child received the support they needed to promote their development and well being. For example, children still settling after the half term were comforted and staff

knew older children enjoyed their outdoor play after being in school and made sure there was plenty for them to do outside. Children who needed additional support were provided with individual learning plans with daily activities supporting their development. Staff extended children's language in preparation for them starting school by promoting the Welsh language throughout the day. Staff were happy and enthusiastically joined in with the songs, dances and movements, laughing and having fun alongside the children. They worked extremely well as a team, making sure the session ran smoothly for the children's benefit.

3. Environment

Adequate

Summary

Leaders make sure children are cared for in a secure child centred environment providing them with a positive ethos for play and learning. Procedures are followed to ensure children are generally kept safe and resources provide children with suitable play and learning opportunities.

Our findings

Leaders ensured the premises were secure and had established procedures to keep children safe most of the time. There was a secure system to restrict access to the service; the main door was kept locked, outdoor areas enclosed and a visitor's book signed, meaning leaders ensured no unauthorised persons could access the premises. Leaders maintained written risk assessments for the environment, which were updated as and when needed. However, the premises were used at different times to the service's opening hours. A tall cupboard belonging to the other service was not secure; doors were unlocked and not fitted properly. Both this cupboard and another tall cabinet belonging to the same service had resources stored on top. These potential hazards had not been included in the service's risk assessments to evidence how they were being managed or where possible eliminated. Leaders had established procedures should staff and children need to evacuate the premises in an emergency and fire drill records had been kept in the past. However, staff could not find the most recent records of fire drills having been undertaken.

Leaders made sure the environment suited children's ages and encouraged children to learn through play. There was plenty of space indoors and outdoors to move around and be active and areas of interest were thoughtfully set out and signposted. Toy boxes were labelled, easily accessed by children with toilets and hand washing facilities all promoting children's independence. There were equipped and defined areas and children's craft work was on display, making the environment homely for them. The outdoor enclosed area provided opportunities for children to learn through play, such as riding bikes, gardening and imaginary play. The environment was light, welcoming and generally clean with staff seen cleaning resources at the end of the session.

Leaders ensured resources and equipment suited the children's ages and stages of development. Most resources were clean and overall, the choice of resources encouraged children to follow their interests and develop different skills. For example, a sensory garden of herbs they had planted outdoors enabled children to learn about gardening, which also stimulated their senses. Although the mud kitchen was well resourced and promoted some imaginary play outside, there was no water to allow children to extend their natural curiosity to explore and learn through play. Leaders made sure children had a suitable range of household and natural resources which could be used in different activities, such as using

paper plates to paint the food the caterpillars liked to eat which they had displayed in the playroom.

4. Leadership and Management

Good

Summary

Leaders understand their roles and what needs to be in place in order to manage the service, however some aspects need improvement in order to fully meet with standards and regulations. Leaders support staff and encourage them to attend courses relevant to the children's care. There are positive partnerships with parents, the school and professionals and leaders ensure there are systems in place to monitor the service.

Our findings

Leaders understood their role in managing the service. In the main, the statement of purpose provided parents with the information they needed in order to decide whether the service met their and their child's needs. Leaders communicated their vision for the service well in relation to providing parents and their children with the Welsh language 'Active Offer'. For example, staff promoted the Welsh language throughout the sessions, giving children opportunities to hear and learn the language before they started school and, policies, procedures and information for parents were available in both Welsh and English. Leaders set clear aims focussing on children's needs and made sure staff familiarised and understood policies and procedures relating to the service and the children's care during their induction period.

Leaders had written records showing how the service was monitored during the year and noted times when matters arising had been addressed. These evidenced positive changes were made to improve outcomes for children. However, the annual quality of care report needed further developing to encompass the whole service and include feedback from parents, staff and children. We spoke to parents who told us they and their children were happy with the service and with the staff team caring for their children.

Overall, leaders followed safe and timely recruitment processes but needed to ensure all suitability checks were in place before staff commenced employment. Leaders also needed to ensure one registered person's Disclosure and Barring Service certificate was renewed in line with Care Inspectorate Wales' guidance and with regulation. Staff told us they felt supported by leaders who were on hand daily to provide guidance and as a staff team they met weekly to discuss and plan activities. However, there were no recent records to evidence leaders had conducted supervision and annual appraisal. Leaders ensured staff were deployed effectively and they understood their roles and responsibilities. This resulted in staff working extremely well as a team and sessions running smoothly.

Leaders had established good partnerships with parents, the school and with professionals. Parents provided written information about their child before placement and leaders ensured these important details were shared with staff in relation to each child's needs and preferences. Leaders ensured parents were kept informed of their child's day with staff providing parents with a verbal account of their child's time at the end of the session.

Leaders appreciated the input from Flying Start and the Local Authority's Early Years Advisory teacher, which improved outcomes for children. Leaders worked closely with parents and professionals to ensure children with additional needs received the care they needed. Leaders made sure there were successful and effective partnerships with the primary school. For example, children's additional needs were considered during the school transition period with all children due to start part time school having opportunities to attend the school for short periods beforehand. These procedures were of value to children and enabled them to become familiar with their new surroundings and with those who would be caring for them in the future.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance from this inspection

We informed one of the registered persons they were not compliant with the following regulations within The Child Minding and Day Care (Wales) Regulations 2010. However as we did not find evidence, on this occasion, that the well-being of children was affected, we did not issue non compliance notices but the responsible individual must take steps to address these matters.

Regulation 6 of The Child Minding and Day Care (Wales) Regulations 2010 –the registered person must have a current Disclosure and Barring Service certificate;

Regulation 25 of The Child Minding and Day Care (Wales) Regulations 2010 – unnecessary risks to the safety of children are identified and so far as possible eliminated. The registered persons need to record how they manage and reduce potential risk to children identified at this inspection within their risk assessments;

Regulation 28 of The Child Minding and Day Care (Wales) Regulations 2010 – the registered persons need to ensure all suitability checks have been completed on staff with copies evidencing this kept on individual staff files, and

Regulation 29 of The Child Minding and Day Care (Wales) Regulations 2010 – registered persons need to ensure staff receive regular and individual supervision throughout the year and annual appraisals.

5.3 Recommendations for improvement

Leaders could consider;

- Reviewing the Infection and Prevention Audit tool and making sure all staff are familiar with how they manage and where possible reduce cross infection within the service;
- including reference to the provision of Flying Start in the statement of purpose;
- recording fire drills to evidence they are being undertaken;
- tracking all children's progress to enable staff to plan for their future play and learning, and
- developing the quality of care report to include the whole service.

6. How we undertook this inspection

This inspection was undertaken as part of our normal schedule of inspections. One inspector undertook an unannounced visit on 23 May 2019 from 11.30 to 14.15 hours and 04 June from 10.20 – 11.50 hours.

We;

- considered the service's previous inspection report and notifications sent to us during the year;
- inspected a sample of records, documentation and policies, these included the statement of purpose, risk assessments, child protection, complaints and behaviour management policies;
- scrutinised three staff and three children's files;
- looked at the areas used by children and the resources on the day of our inspection;
- observed children and the care they received;
- spoke to children, the persons in charge, staff and three parents, and
- provided detailed feedback to one of the registered persons (as agreed) of our findings.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Registered Persons	Rachel Huws and Gwennan Griffith
Person in charges	Catherine Charles Isabella Leonard
Registered maximum number of places	26
Age range of children	2 – 4 years
Opening hours	Monday to Friday from 08.45 – 11.15 and 11.30 – 3pm term time only.
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	Joint Estyn and CIW 8th and 9th March 2016
Dates of this inspection visits	23 May 2019 04 June 2019
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	Yes 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:	

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