



Childcare Inspection Report on

Ffrindiau Bach Tegryn

**Tegryn Centre
Aberporth
SA43 2EN**



Date Inspection Completed

04/11/2019

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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

Ffrindiau Bach Tegryn was registered in June 2015 and provides care for a maximum of 19 children. The service is registered to provide full day care. However, at the time of the inspection, it was offering two sessions each day, Monday to Friday during school term time for children between two and four years old. Morning sessions were held between 9am and 12pm and afternoon sessions were held between 12.45pm and 3.15pm. The service is provided through the medium of Welsh. The service offers the Flying Start programme and also funded places for three year olds, and therefore it will be inspected by Estyn. The service is located in Tegryn Centre. Heather Davies-Rollinson is the Responsible Individual and Wendy Davies is the Person in Charge.

Summary of our findings

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

Summary of our findings

1. Overall assessment

Children who attend Ffrindiau Bach Tegryn are happy and enthusiastic about their learning experiences. They receive care from knowledgeable and consistent staff who are committed to meeting their individual needs. They benefit from a carefully planned and very child-focused service. Children are happy and clearly enjoy their time here. Parents are very happy with the service, and leaders and staff have good relationships with parents and the community.

2. Improvements

The service has purchased additional resources to further develop the outdoor area.

3. Requirements and recommendations

We have advised the registered persons that improvements are needed in relation to the quality of care report (regulation 16) in order to meet the legal requirements in full. A notice has not been issued on this occasion, as there was no direct or significant impact on

children who use the service. We expect the responsible individual to take action to rectify this and it will be followed up at the next inspection.

In addition, we made recommendations in relation to care and development and leadership, and these are included at the end of the report.

1. Well-being

Good

Summary

Children are very happy and have settled at the service. They have formed positive relationships with other children and members of staff. Children have a strong voice and choose how to spend their time and take part in a range of interesting and engaging activities. They contribute towards planning. Children make good progress and enjoy a variety of play and learning experiences.

Our findings

Children have a very strong voice and have opportunities to make informed decisions. For example, at snack time, children chose what fruits they wanted to eat and whether they wanted to drink water or milk. Children ate their snacks and lunches at their own pace. Most children express their opinion well and share their ideas on a variety of subjects whilst conveying their ideas to the mind maps.

During circle time, children discuss their feelings intelligently and explain why they feel happy, excited or sad. Most of them make very effective decisions and choices about their activities. For example, when choosing fruits, children were very confident to ask for more in a polite manner. They move confidently and independently between play areas and use the continuous areas to learn independently. For example, one child went to the reading area to immerse themselves in a book, turning the pages appropriately.

Children are very familiar with the daily routine and many can answer confidently during Circle time. For example, when asked what day it was today, one child said 'Dydd Iau' (Thursday) with complete confidence without any support, remembering that it was Wednesday the day before.

Children are happy and cope well being separated from their parents. They have formed good relationships with staff and their peers. They interact positively and say please and thank you naturally. Children enjoyed their play and some were immersed in their role play. For example, some of them collected dolls and teddies and carried them over to the performing stage, saying that they were going on holiday.

Although a small minority come from Welsh speaking homes, most children listen very well to the language patterns that are demonstrated and, as a result, use language patterns correctly. For example, when approaching the snack table, each child asked 'Ga i... os gwelwch yn dda?' (Can I have... please?). When choosing a chair, all children could say whether they had a big, medium or small sized chair.

2. Care and Development

Good

Summary

Staff are aware of their responsibilities and implement the service's policies and procedures effectively. They have positive relationships with children in their care and use positive methods to promote good interactions. Staff are very aware of children's individual needs and provide a range of activities to enable children to make good progress.

Our findings

Practitioners prioritise issues regarding the health and safety of children. They understand their responsibilities in relation to safeguarding children. Staff receive training on safeguarding children and attend courses such as first aid and food hygiene regularly.

Staff adhere to hygiene processes well and wipe tables before snack time. They ensure that children wash their hands before eating and after using the toilet. Staff provide healthy snacks that offer a wide variety of fruits, including: pineapple, banana, apple, orange, grapes, plum and melon.

Staff closely observe children to ensure that children's individual preferences and needs are given the utmost attention. They plan very effectively based on their observations. However, the paperwork was not fully up to date. They also provided many opportunities for children to contribute towards planning. They keep an electronic record of children's skills and also use this as part of the planning.

The person in charge and the deputy work diligently to ensure that all staff meet children's individual needs and implement plans to get additional support when needed. However, an individual care plan is not always available for children who have additional needs.

Staff fortify language extremely effectively and, the results of which can be seen in children's language development. For example, at snack time, staff cut toast into a squares and triangles, encouraging children to say what shape they had.

3. Environment

Good

Summary

Children receive care in a secure and stimulating environment where there are opportunities for imaginative play. They have free access to a range of resources. The environment is well maintained and meets children's needs.

Our findings

The environment offers a tailored and stimulating environment for children. There are a wide range of resources available which provide children with good play and learning opportunities according to their stage of development and within the children's reach. It offers a wide range of standard resources that are appropriate for children's age and stage of development. The resources are within children's reach and most are labelled. There are a range of toys and resources to promote cultural awareness including books and dolls. Areas offer stimulating opportunities for children to play and learn, and they include a lovely quiet area, a role play area, creative discovery, small world and numeracy.

The environment is secure and is well maintained. On the whole, the person in charge ensures that appropriate risk assessments are in place. They use a book to keep a record of people who visit the service. The fence and external doors are secure to ensure that people do not gain access to the setting without permission. The person in charge ensures that staff keep children safe by carefully monitoring the electronic door. Staff conduct fire drills on a regular basis and ensure that children and staff are familiar with the process. The cleaner cleans the setting daily and it is clean and organised.

On the day of the inspection, children did not use the outdoor area as it was being developed. A lot of new bespoke equipment had arrived and staff were sorting them so that children could use them. The area itself offers suitable opportunities for children to develop their skills. For example, the gardening area and role play area included a petrol pump and a mud kitchen. There is an all-weather play area and staff have ensured that they have plenty of wet weather clothing available.

4. Leadership and Management

Adequate

Summary

The person in charge has established strong partnerships with parents and external agencies. On the whole, the person in charge manages staff appropriately. However, the performance management and supervision process needs to be developed. The system for reviewing the quality of care is developing but isn't embedded. There was no evidence of a recent review or report available.

Our findings

The setting has long-standing staff who are loyal to the service. There are sound arrangements in place to recruit staff and they are suitably qualified. Leaders had written a statement of purpose which provided an accurate picture of the service. Leaders used the policies of a recognised provider organisation and these were appropriate. The person in charge created a positive ethos in the playgroup where children, staff and parents felt valued.

The person in charge ensures that adequate numbers of qualified staff are present and meet the appropriate ratios at all times.

The person in charge holds regular staff meetings where they discuss the planning and care. The person in charge evaluates the work of each member of staff annually, and discusses their performance and continuing professional development needs. As a result, the leader is targeting training that benefits the service. However, the procedures for recording staff supervision meetings are not robust enough. Overall, the person in charge holds regular meetings with staff but they are not always recorded. They also hold staff meetings. The responsible individual does not ensure that the person in charge has regular supervision and performance management meetings and the paperwork does not indicate that a robust process has been adopted.

The person in charge and staff regularly consider how to improve the service but have not reviewed or reported on the quality of care since 2017.

Leaders form very good relationships with a variety of partners including parents, Flying Start staff, the local authority, the local school and the community. They work well together for the benefit of the children. They work particularly well with parents to broaden the learning opportunities that children have. For example, they send packs home so that children can cook biscuits with their parents.

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

None

5.2 Recommendations for improvement

We made the following practice recommendations for leaders to consider:

- Offer even more opportunities for children to practice independence skills during snack and meal times;
- ensure that supervision of staff, including the person in charge, is formalised;
- ensure that the paperwork involved with planning is updated in a timely manner; and
- ensure that an individual development plan is available for all children who need one.

6. How we undertook this inspection

This was a full, unannounced inspection undertaken as part of our routine inspections programme. One inspector visited the service on 24 October 2019. We:

- examined a sample of documentation and policies;
- observed practice and completed observation sessions to evidence the children engaging with the care provided by staff;
- spoke to children, staff, the person in charge and parents;
- inspected areas used by children and the resources on the day of our inspection;
- provided detailed feedback on what we have identified and the issues to be addressed.

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 Full Day Care
Responsible Individual	Heather Elizabeth Davies-Rollinson
Person in Charge	Wendy Davies
Registered maximum number of places	19
Age range of children	2-4 years
Opening hours	9.00am – 12.00pm and 12.45pm – 3.15pm Monday – Friday
Operating language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	December 2016
Dates of this Inspection visit	24 October 2019
Is this a Flying Start service?	Yes
Is early year's education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	This service provides the Welsh Language 'Active Offer'. 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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