



Childcare Inspection Report on

Meithrinfa Gymraeg Derwen Deg

**Derwen Deg
Broad Street
Llandudno Junction
LL31 9HL**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

07/02/2020

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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

Meithrinfa Gymraeg Derwen Deg is registered to care for up to 30 children. The service provides day care for children from the age of 3 months to 4 years and is open from 07:30 – 18:00, Monday – Friday and is located in Llandudno Junction, Conway. Nia Owen is the responsible individual, with Sioned Evans as the person in charge of the day-to-day running of the service. Child care is provided primarily through the medium of Welsh and the service provides the Welsh language 'Active Offer'.

Summary

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

1. Overall assessment

This is a service where children are active, happy and relaxed. They enjoy the activities and express themselves confidently. A varied programme of activities is planned for the benefit of all children. Caring and professional practitioners care for the children and meet their needs. 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, which includes parents' suggestions for future improvements. Practitioners are supported well and there are close partnerships with parents and others in the community.

2. Improvements

Since the previous inspection:

- daily information sheets have been improved according to parents' comments and
- babies enjoy fresh air more regularly as they go out to the designated area more often and go for walks.

3. Requirements and recommendations

We made one recommendation in relation to community links.

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, relaxed 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 were listened to and their choices respected. Children chose where to play and were supported and guided by practitioners according to their preferences. Children helped themselves to toys and activities such as painting, playing in the home corner and looking at books. Children had a choice of areas to play outside and were happy to move around and engage with the various activities. Confident children spoke to us about their activities and showed us their toys and asked practitioners for what they wanted.

Children felt safe, happy and valued. They coped well with separation from their parents and had settled well. Children were happy to explore their surroundings, such as floor play with construction items. They related well, and were comfortable with the practitioners as they played together in all rooms and outside.

Children interacted well with each other and the practitioners. They played alongside each other happily and co-operated with adults caring for them, for example calling them by name when playing in the home corner. Babies looked to practitioners for reassurance and cuddles which were given readily when needed. They interacted well with each other and took turns sharing toy animals. Children were beginning to understand the needs of others, for example, a child said sorry without being prompted when they accidentally bumped into another child.

Children were active and curious learners and enjoyed a variety of experiences. They were engaged and motivated in their play and learning such as an activity to learn colours or mark making with a practitioner. They explored the environment during free play and concentrated for an appropriate amount of time, for example whilst painting a dragon and completing this activity gave them a strong sense of achievement.

Children were learning skills to promote their all-round development and independence. Older children accessed the toilets and washed their hands mostly without help. They were learning to handle books correctly and put on their coats to play outside.

2. Care and Development

Good

Summary

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

Practitioners understood and implemented policies and procedures for the service. They had completed safeguarding training and contact numbers for the relevant agencies were on display. Practitioners were familiar with safeguarding processes. All practitioners had current first aid qualifications and accident forms showed incidents were dealt with appropriately and parents were informed and signed the records.

Practitioners kept surfaces clean between activities and were aware of the most recent guidance for reducing risk spreading infections in early years services. Healthy snacks and meals were provided with milk or water to drink. A nutritious menu ensured a good variety was offered. Dental hygiene was promoted as practitioners helped children to brush their teeth daily. Outdoor play was planned for all age groups and indoor games were brought outside to supplement the outdoor areas so that children could enjoy the benefits of fresh air and more physical play. Records of regular fire drills and discussions with practitioners evidenced that they know how to evacuate the premises safely in an emergency.

Practitioners managed children's interactions well, helping the children to co-operate and learn social skills. They were good role models and constantly interacted with children happily and encouraged the children to say "Diolch" (thank you). Practitioners used positive techniques successfully and praised children often, for example for tidying the toys. Stickers were used as rewards for individual achievements such as going to the toilet and for completing their painting. Practitioners used the 'Helpwr Heddiw' (Today's Helper) scheme to give children simple responsibilities and a sense of self-esteem.

Capable practitioners promoted children's learning through providing a rich play environment and they met individual needs, as they knew the children well. For example, a list of children with allergies was used to ensure all practitioners knew to avoid giving certain products to named children. They provided a nurturing and caring atmosphere and gave responsive care, and were experienced in caring for children with additional needs. Practitioners promoted the development of all children by providing a wealth of stimulating play and learning experiences. For example, babies played in flour, giving them sensory experiences. Written planning for older children ensured they engaged with activities according to the areas within the Foundation Phase, encouraging all-round development.

Practitioners promoted the Welsh language by providing a rich linguistic environment and celebrating all things Welsh such as St David's Day and Santes Dwynwen. Practitioners tracked children's progress, which influenced the planning of activities to include the next steps of children's development.

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 indoors and outside 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

Leaders ensured the environment was safe and secure and practitioners supervised children well. There was a safe, locked entrance, and a record was kept of all visitors. All areas inside were hazard free and there were written risk assessments, which had been reviewed regularly and these are shared with the practitioners so they are aware of possible risks and how to mitigate them. The outdoor area was in use during the second visit inspection and additional risk assessments had been completed as it had been recently refurbished. Safety measures were in place such as finger guards on all doors and radiator covers.

Leaders provided a child friendly, and stimulating environment for children. The environment was light airy and welcoming for children and their families and included displays of photos of the children and their work on the walls. Practitioners used three rooms for the various ages and additional rooms for sleeping babies, nappy changing facilities and toilets. All areas inside and outdoors were used well by practitioners ensuring a variety of environments for the children to enjoy. A kitchen and office also ensured space for practitioners' breaks and food preparation. The outdoor area was well resourced and had been set up with many areas including wooden swings, mud kitchen, a wooden playhouse and areas to grow plants. Indoors sturdy, child sized chairs and tables were used as well as furniture for babies and early years provision. There were small toilets and basins enabling the children to use them independently. There was ample storage available for the resources both indoors and outside.

Leaders had ensured children had access to a wide range of good quality, stimulating play and learning resources. All toys and games were clean, in good order and some stored at child height. Equipment and furniture was suited to the ages of children attending, such as, babies rattles and sensory toys, a dolls house, home corner, dolls and buggies for older children. Leaders had provided books and a cosy corner for children to help themselves. Welsh labelling was used throughout the nursery. Natural materials were available for children to handle, such as cones and leaves on the nature table. There were toys and books to represent the wider society and promote equality. Practitioners promote sustainability, and children had used recycled materials to make models.

Children were also learning about recycling as waste food and various materials were put in separate containers.

4. Leadership and Management

Good

Summary

Leaders are experienced, knowledgeable and strive to provide a quality service. Self evaluation is effective and improvements are made considering all involved. 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, being the responsible individual, with a competent person in charge and deputy, have a sense of purpose and expectations to promote improvement and good outcomes for children. For example, we observed a happy, competent and professional workforce and an up to date statement of purpose. We saw consistent practice throughout the service and practitioners worked well as a team. Leaders have always complied with any recommendations promptly and ensure legal obligations are met such as public liability insurance.

Leaders and practitioners know their service well and promote a positive culture of continuous self-evaluation and improvement. Parents are given questionnaires and their responses are considered. The quality of care report is comprehensive and includes plans for improvement . Improvements are on-going for the outdoor area. One practitioner had been given extra responsibilities for the setting out of rooms and children and practitioners were benefiting from the improvements made.

Practitioners were well qualified and had a good knowledge of children enabling them to meet their needs promptly and they had a gentle and kind manner with the children. Mandatory training, such as first aid and safeguarding had been completed with additional courses completed, which helped with additional needs and nutrition. Leaders employed a dedicated cook to prepare snacks and meals releasing practitioners to give attention to the care of the children.

Relationships with parents were strong. They spoke to practitioners freely and were given daily sheets reflecting the child's day at the service. Parents' evenings were also arranged for parents to discuss the progress of their child. Pre school children took a specific toy home and returned it with photos of their experiences which were included in a special folder. This enhances the relationships with children's families. Many outside agencies were used to access advice and courses. Visitors and trips out enhanced the learning experiences and enjoyment of the children, such as seeing a fire engine and visiting the local RSPB site, but these could be developed further.

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 one recommendation to further develop links within the community.

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 09 January 2020 from 09.15 – 12.40. A second visit was completed on 07 February 2020, from 10.30 – 13.00 to observe the refurbished outdoor area in use.

We:

- Inspected a sample of documents and policies;
- observed practices and completed observations to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children, one parent and six practitioners;
- inspected the areas used and
- reported our findings to the responsible individual on 7 February 2020.

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	Nia Owen
Person in charge	Sioned Evans
Registered maximum number of places	30
Age range of children	3 months – 4 years
Opening hours	7.30 – 18.00 Monday to Friday except Bank Holidays
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	10 January 2018
Dates of this inspection visit(s)	09 January and 07 February 2020
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:	

Date Published 26/03/2020