



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Meithrinfa Camau Bach (Aberystwyth)

**Canolfan Integredig a Hyfforddiant
Boulevard De St Brieuc
Aberystwyth
SY23 1PD**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Camau Bach nursery has been registered since 2005 and provides full day care through the medium of Welsh for 75 children. The nursery is located in purpose-built rooms in the Mudiad Meithrin building in Aberystwyth. The nursery is funded to educate three year old children and they are inspected by Estyn. The person in charge during inspection was Debbie Benjamin and is covering Sioned Davies who is currently on maternity leave.

Summary of our findings

1. Overall assessment

Children at Camau Bach are happy, confident and enjoy their play and learning. They are cared for by well qualified staff who overall, ensure they are kept safe and healthy. Staff are happy and feel they are being supported by leaders and managers. Leaders have re-arranged groups to ensure best use of the numerous rooms available.

2. Improvements

The snack and lunchtime periods have been restructured which ensure smaller groups of children eat together in several rooms resulting in a more relaxing and calm environment. The outside area has been developed to create areas for imaginative play that includes a mud kitchen area, willow dens and a water station. Staff have attended training sessions to develop knowledge and understanding on various topics; speech and language development, messy play ideas and physical development. A 'Cylch Ti a Fi' group has been set up by the managing staff which is popular with parents and their young children.

3. Requirements and recommendations

It was recommended that

- all children wash their hands before snack or meal times;
- staff sanitise nappy changing mats between changing each child
- and staff wash their hands after changing each individual nappy and before returning children to their rooms.

1. Well-being

Summary

Children at Camau Bach nursery are happy and confidently make choices, talk about their play and contribute to ideas. They sustain interest in activities, show enjoyment and excitement and gain a sense of achievement from what they do. Children are making good progress and enjoy a good balance between adult led activities and playing independently.

Our findings

1.1 To what extent do children have a voice?

Children at Camau Bach are able to make choices and know their voices are heard.

Children chose where they wanted to play and we saw some did not want to play in the sand or compost and chose role play in the playhouse instead. We saw a young child who refused to take milk from one member of staff as he had an obvious bond with another staff member. This was identified and he was passed on to that staff where he happily drank his feed. The older children had contributed to planning and we saw their ideas recorded on a mind map. Children chose coloured mats to sit on during circle time; one did not want to sit on a blue mat and happily accepted a yellow one instead. We saw children being offered a choice of milk or water for breakfast.

Children have a strong voice at this service.

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

Children are settled and most cope with separation from their parents. They form positive attachments with key staff.

We saw most children had settled and played happily when we arrived. One child was a little clingy to his parent on arrival but responded to a request for a cuddle from a member of staff and settled down in no time. We saw that children were familiar with daily routines; where older children knew where to go without prompting after toast time. Children arrived after being collected from school and they ran in excited and laughing together. We saw one younger child had a firm attachment to a member of staff and got upset if she left his side or was out of sight. He settled when he heard her voice and kept talking to him from across the room, and reassured him she was not far.

Children are confident and happy at this service. Their needs and wishes are valued.

1.3 How well do children interact?

Children play positively together and are developing a sense of right and wrong. They manage their behaviour and take turns.

We saw children sat down patiently whilst waiting for their toast to be served. Children held hands in pairs when they walked from school back to nursery and listened to rules about keeping safe. We watched an activity where children took their turn patiently to plant their cress. We saw younger children play together in the home corner where one lay on the small bed and another gently tapped his back and hushed gently to help him sleep. The child in the bed jumped out and said; “you can sleep now” and offered her the bed.

Children interact positively and are considerate to each other’s feelings.

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

Children are active, curious and engaged in their play. They persevere at tasks and gain a sense of achievement in what they do.

Children responded excitedly when they sat for a story; they were obviously familiar with and responded to what was coming next. We saw children completely engrossed building with blocks. Children were excited and laughing as they explored the outside area; they climbed steps and slid down slides chuckling as they ran around. A group of children excitedly told us about the spider and the ladybird as they looked at a selection of plastic insects. Some were not too sure about touching them but there were shrieks of laughter as the staff flew the ‘fly’ around the room before landing it on some of the children’s heads and then on her own head. Outside, children enjoyed painting walls using paintbrushes and water. One child copied a shape that had been drawn by a staff member and said “I did it!”.

Children thoroughly enjoy their play and learning.

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

Children are confident and developing in all areas. They are independent children and are motivated to freely choose their play as well as enjoy adult led activities.

During circle time, children recognised their own names at self-registration. They confidently talked about the weather on that day. All children participated in brushing their teeth and they all washed their own brushes afterwards, placed them back in the buses under their name, and coded picture. Children responded well to a discussion about the caterpillar and the butterfly and understood the order in which came first. Some children recalled their shopping trip to purchase plants which they had brought back to plant in the garden. We saw the children plant carrots and onions that they had purchased that day from a local shop. Children helped to water the plants and vegetables. We saw a younger child attempting to pull himself up on a chair and pushing away a member of staff’s hand.

Children are developing well following a broad range and varied activities that allow them to learn and develop independence.

2. Care and Development

Summary

Staff keep children safe and healthy and follow the service's policies and procedures most of the time in promoting children's wellbeing. Staff are consistent in managing interactions and promote children's play and learning.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Nearly all staff has received updated mandatory training including child protection, first aid and food hygiene.

We saw staff wear an apron and gloves when preparing breakfast for the children. Not all children washed their hands before mealtimes. However, the older children who returned from school did. Staff cleaned children's hands and faces after mealtime and used wet wipes to wipe hands and faces. We saw staff reinforcing safety messages when children used the slide or climbing apparatus. The school pick up procedure continued to be robust and well organised with children being signed in and out of nursery and the school. Staff recorded accident and incident logs correctly and ensured they were countersigned by parents / carers.

Staff keep children safe and healthy most of the time.

2.2 How well do practitioners manage interactions?

Staff manage interactions consistently and in line with the service behaviour management policy. They model good behaviour and ensure positive behaviour is celebrated.

We saw staff explain to children in a step-by-step manner what they would be doing for the session; some would be planting vegetables whilst others searched for insects. We saw some disagreement between children who did not want to share and staff discussed with them in a calm manner they understood, the importance of sharing with each other. Staff encouraged children and gave lots of praise when children had tried at a task; "well done, that's really good work". After planting vegetables, staff told children that they would leave the onion sleep now and encouraged children to wave it goodbye as it was buried in the compost. Staff managed lunchtime session well as the set up ensured the children were calmer and happier and staff were able to socialise with the children in a quieter environment.

Staff manage interactions well and are consistent in promoting positive behaviours.

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

Staff know and understand children's individual needs and provide a nurturing and caring atmosphere that is responsive.

We saw staff responding to a child who had arrived upset, and they knew exactly why he was distressed. They reassured the child and understood that he was upset because he had arrived later than usual and felt unfamiliar with the routine as his friends were not in their usual room. A younger child showed signs of distress and staff knew he was not his usual self and were able to identify a cry of pain when he was trying to settle to sleep and kept waking up. Staff was aware of children's individual needs as information including dietary needs and allergies were displayed on room walls. We heard staff using lots of encouraging language and open-ended questions when talking about the different insects such as 'where do they live? Planning logs included ideas from all staff members. We saw evidence of various trips out of the nursery where children had first hand experiences such as shopping for resources and collecting leaves for their tasks.

Staff meet children's individual needs effectively.

3. Environment

Summary

Children are cared for in a safe, clean and secure environment. The premises are spacious, accessible and provide a rich environment for play and learning. Resources and equipment are of good quality and suitable for children's needs.

Our findings

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

Health and safety training is delivered to all staff members who ensure unnecessary risks are identified and eliminated.

We saw detailed risk assessments for inside, outdoors and when taking children out of the nursery. Staff checked all outside areas before allowing children out to play. A CCTV system was in place and all access into the nursery was via a key fob that only staff had access to. We saw that the receptionist at the desk checked that all children were signed in and out correctly by parents / carers. All visitors signed a visitors' log and were requested to wear a visitor badge whilst on the premises. All electrical equipment had been tested in November 2017. There were safety equipment throughout the nursery including gates and baby monitors. We saw staff follow a cleaning routine after lunch, where fallen food was cleared and tables cleaned.

Leaders ensure the environment is safe.

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

The indoor and outdoor environment is secure, welcoming and friendly. There is ample space for children to move around freely indoors and outdoors.

We saw that leaders had re-assessed the use of all areas and smaller groups of children used various rooms during mealtimes. We saw the outdoor area had been developed and children enjoyed playing in the safety surfaced area with large play equipment as well as grassed area with exploring areas and dens including a mud kitchen. All children enjoyed some time in the outdoor area. The areas indoors for the older children had areas set out in line with the Foundation Phase and included a reading corner, comfortable seating area, mathematical corner, role play area, writing corner and a craft area. The baby rooms were comfortable, colourful and spacious allowing plenty of opportunities for the children to crawl, walk, play and rest.

Leaders ensure the environment is suitable for all children.

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

Leaders ensure that children have access to equipment and resources which are age appropriate.

We saw that children had access to appropriate sized tables and chairs and a good selection of toys and resources. Leaders told us they had reviewed the range of equipment available and had purchased new toys for indoor and outdoor play areas. Resources were easily available for children and there was sand and compost in tuff trays and filled paint points in the easels. Play houses had a good selection of resources to promote imaginative play and the mud kitchen had plenty of pots, pans and utensils for children to use. Resources were stored at the children's reach.

Leaders ensure good quality resources and equipment are available.

4. Leadership and Management

Summary

The provider complies with regulations and meets national minimum standards. Staff are managed efficiently and they feel supported by leaders. Partnerships with parents and the community are effective and leaders ensure their views are taken into consideration when planning for improvement.

Our findings

4.1 How effective is leadership?

Leaders ensure that all policies and procedures are reviewed regularly. Leaders have built an effective team of staff and created an ethos where staff and children feel valued.

We saw that all staff and children files were correct and included all information in line with the regulations and national minimum standards. Leaders ensured that robust procedures when taking and collecting children from school remained in place to ensure their safety. Staff told us they felt supported by leaders and were a good team together. Staff received a thorough induction that was recorded and followed up with supervisions that ensured any issues were addressed. Some newer members of staff were yet to receive supervision. Leaders had continued with regular training days when they closed the service for specific training and staff meetings.

Leadership is effective at this service.

4.2 How effective is self evaluation and planning for improvement?

Leaders have a system in place for self evaluation and are gathering feedback towards the next review.

The latest quality of care review and report was completed in September 2016. Leaders had begun gathering information towards the next review and had completed questionnaires from parents, staff and children who gave mainly positive comments. Leaders told us they had looked at ways on improving the service and a parent forum had been established to look at ways of fundraising and networking. The management team had established a parent and baby group who met regularly at the service and leaders told us it has proved popular with local parents.

Self evaluation and planning for improvement has developed and is an on-going process.

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

Leaders have safe and timely staff recruitment processes in place. They have some long standing staff and have recently recruited new staff.

Staff told us they were happy in their roles and felt supported by leaders. New staff confirmed they had received induction prior to starting their roles and we saw evidence of these in their individual files. Leaders had completed annual appraisals with staff and there was a system in place to ensure regular supervisions. Staff told us there was better consistency with key staff in each rooms which ensured children were cared for by the same staff members. The manager was supernumerary and the deputy manager was out of ratio on three days a week. Staff said their presence ensured support and help when needed. Staff had received various training on topics which they have been able to implement in their rooms.

The management of practitioners, staff and other resources is positive and organised effectively.

4.4 How effective are partnerships?

The service works with parents and children to identify individual needs and preferences. Leaders ensure that parents are kept informed of their child's care and development.

We read parents feedback that had been collated as part of the quality of care review and on the whole, parents were happy with the service and felt they were able to approach staff should they have concerns. Leaders told us they had good relationships with the local schools and community and ensured outings to local shops were a regular occurrence. They had invited local people linked to the current theme to speak to the children, for example the police. Parents received daily diaries which included detailed information about their child's day. Photographic evidence was recorded in a journal that was passed through each section with the child and on transition to school, the child took the journal home. Parents were kept informed of news and events through newsletters, website and a facebook page.

The service has good partnerships with parents, local schools and the community.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

It was recommended that

- all children wash their hands before snack or meal times;
- nappy changing mats are sanitised in between changing each child
- and staff wash their hands after changing each individual nappy and before returning children to their rooms.

6. How we undertook this inspection

This was a scheduled full inspection. Two inspectors undertook one unannounced visit and one inspector undertook one announced visit for a total of six and half hours. We:

- observed children and the care they received at different times of the day using the 'SOFI' tool to capture evidence of children's engagement and the care being provided by staff;
- spoke to a number of children and staff;
- looked at a wide range of records including children's files, staff files, accident logs, risk assessments, policies, staff training and induction procedures and
- we accompanied staff on one school run.

Further information about what we do can be found on our website www.cssiw.org.uk

About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Elizabeth Davies-Rollinson
Person in charge	Debbie Benjamin
Registered maximum number of places	75
Age range of children	Birth to 12 years old
Opening hours	8am – 6pm Monday to Friday
Operating Language of the service	Welsh
Date of previous CSSIW inspection	27 September and 06 October 2016
Dates of this inspection visit(s)	02 and 10 May 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	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: The service is funded to provide education for three year olds and the last Estyn inspection was in 2013.	