



# Childcare Inspection Report on

**Meithrinfa Caban Bach - Barnardo`s**

**Ymbarel Barnardo`s  
Rhes Meirion  
Blaenau Ffestiniog  
LL41 3UA**

**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 Caban Bach, which is located in the Caban Bach Family Centre, Blaenau Ffestiniog is run by the Barnardo's charity. The service has its own secure areas within the building including a baby and toddler room and a room where the two Flying Start sessions are held each day. The service is registered to care for a maximum of 43 children under the age of 12 years and is open from Monday to Friday between 8:00 a.m. and 17:15 p.m. It closes for one week during each of the Easter, Summer and Christmas school holidays. Lyn Owen-Hughes is the nominated responsible individual and the person in charge is Sian Michelmore. The service implements the Welsh Government's 'Active Offer' in relation to the Welsh language.

## **Summary of our findings**

### **1. Overall assessment**

Children are happy, settled and enjoy their time at the service. They feel confident to express their views and make choices. Staff promote positive interactions and implement the service's policies and procedures effectively. They know children well and plan a variety of activities to promote children's learning and development. Leaders ensure children are cared for in a safe environment, where potential hazards to children are managed appropriately and where possible reduced or eliminated. Resources are of good quality and indoor areas are welcoming and interesting to children. Leaders ensure staff are aware of their responsibilities and communicate their vision for the service well. They have formed positive partnerships with parents and gather feedback from parents and children on the quality of the service. However, they need to ensure a report is written annually outlining any actions needed for improvement.

### **2. Improvements**

Since the previous inspection, the behaviour management and safeguarding policies had been updated and now included all the required information. Leaders have also ensured children have access to reading materials in relation to multi cultural and non stereotypical societies.

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

We have advised leaders that improvements are needed in relation to reviewing the quality of care and planning for improvements in order to fully meet the legal requirements. We have not issued a non-compliance notice on this occasion as there was no significant impact or risk to children. We expect leaders to take action to rectify this. We have also made recommendations in relation to providing opportunities for children to explore more natural and recycled materials and the way in which policies are made available to staff.

# **1. Well-being**

## **Summary**

Children are happy, settled and enjoy their time at the service. They feel confident to express their views and are able to make choices and follow their interests as they wish. Children have formed positive relationships with staff and their peers and have plenty of opportunities to learn and develop.

## **Our findings**

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

Children are confident to express their views and opinions and their preferences are respected.

Children were able to choose freely what they wanted to play with. In the day care room, activities had been set out for children to choose from, for example, building blocks, animal figures and musical toys. In the Dechrau'n Deg / Flying Start room children freely explored the activities of their choice and moved around different areas as they wished. They contributed to ideas during circle and story times and confidently related to the stories read by talking about their own experiences. Throughout the service, the pace of each activity was decided by the children, with staff responding positively to their wishes and level of enthusiasm. Children's own preferences and needs took precedence over the daily routine. For example, babies were able to take their nap when they were tired. Those who slept over lunch time were given their lunch later on when they were ready to eat.

Children are confident communicators and make choices and decisions for themselves.

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

Children are settled and comfortable in their surroundings.

Children were happy, relaxed and had formed bonds of affection with staff. Children were able to ask for help or seek reassurance when needed. For example, one child accidentally pinched their arm with a toy while playing and went straight to a member of staff they were familiar with for comfort. Cuddles and reassurance were promptly provided, which helped the child feel secure. Another child immediately sought comfort from a familiar staff member when they did not like a prop used during teeth brushing and settled quickly after receiving support. Throughout the day children followed routines that were familiar to them, providing them with a sense of security. Children were confident to approach us, talk to us about what they were doing and show us the toys they were playing with. They felt valued as their achievements were celebrated by staff. For example, one child smiled and felt proud on receiving lots of praise and a reward sticker after they successfully used the toilet independently.

Children feel secure as they are given consistent and affectionate care by staff they know well.

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

Children are forming friendships with each other and learning to take turns and share.

Children had formed positive relationships with their peers and were happy to share resources and take turns. For example, one group of children played imaginatively together whilst sharing the Duplo blocks. They built enclosures for the toy animals, chatting to each other and instructing each other on what to do next. Children were beginning to develop an understanding of each other's emotions. For example, when one child fell over and began to cry, their friends went over to them straight away, showing genuine concern. They later took a toy doctor's kit over to their friend, offering to take a look at their arm as a way of cheering them up.

Children interact well with their friends and are beginning to develop a good understanding of the emotions of others.

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

Children are highly motivated and engaged in their play.

Children of all ages were fully engaged in activities and concentrated well for an appropriate amount of time. They were interested in the activities, toys and resources available and were eager to involve their friends in their play. For example, two children were engrossed in playing imaginatively at being police officers. They were eager to show us the pretend hand cuffs they were using to capture criminals. There was lots of laughter and happy chatter as they both had lots of fun during this role play activity. A group of children went to play 'doctors' together and took turns to be the doctor and patient. They interacted well together and were eager to involve their friends in their play with more children joining in as they were having so much fun. Younger children enjoyed exploring the sensory and interactive toys which had been laid out for them and concentrated for an appropriate length of time.

Children are curious and interested by activities which enable them to learn and develop well.

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

Children have opportunities to follow their own interests and learn to be independent.

Children had opportunities to lead and direct their play and were naturally motivated to choose activities as they wished. Resources were stored in a way which enabled children to access them easily and independently. Children were encouraged to tidy up after themselves during transition periods, wash their own hands and faces and wipe their own noses. Older children helped to hand out plates and cups during snack time and encouraged to clear their plates away when they had finished.

Children have a wide range of experiences that enable them to develop their skills and follow their interests.

## **2. Care and Development**

### **Summary**

Staff implement the service's policies and procedures effectively in order to keep children safe and healthy. They promote positive interactions and are good role models for children. A variety of opportunities are provided to enable children to develop and learn. Staff know children well and ensure their individual needs are met.

### **Our findings**

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

Staff are aware of the importance of working within the service's policies and procedures.

Staff were aware of their duties to protect children and those we spoke with were able to describe the correct procedures to follow should they have any concerns about a child. An appropriate amount of staff had current paediatric first aid, meaning they were able to deal with emergencies and minor injuries. Any accidents or incidents which had occurred were recorded appropriately and were signed by parents. Records seen showed fire drills had been practiced regularly during the year, meaning staff and children knew how to evacuate the premises in the event of an emergency.

Staff promoted healthy lifestyles. All children had the opportunity to spend time playing outdoors during the day, ensuring they had opportunities for physical exercise and fresh air. We were also shown photographs of the regular 'Busy Feet Explorers' and 'Tatty Bumpkin' sessions which take place to promote children's physical development. Good hygiene was promoted with staff encouraging and supporting children to wash their hands as required. Staff also wore disposable aprons during snack and meal times and appropriate procedures were followed during nappy changing, minimising the risk of cross infection.

Staff are aware of their duties and follow procedures effectively in order to keep children safe and healthy.

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

Staff have positive relationships with the children and encourage positive interactions.

Staff spoke to children with warmth and affection. They encouraged positive interactions using distraction techniques as needed and gently explaining to children when their behaviour was not appropriate. For example, two children began to have a minor argument over the Lego animals. Staff gently but firmly explained why they should not snatch and supported them to share and take turns appropriately. This was done in a positive and calm way, which did not disrupt the children's play. This was in line with the service's behaviour management policy. Plenty of praise was given throughout the day for positive behaviour, completing activities and trying new things. Staff encouraged children to use good manners with a few gentle prompts and praise given when children said '*please*' or '*thank you*'.

Staff have positive relationships with the children and effectively model good behaviour and appropriate language.

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

Staff know and understand the needs of the children in their care, are responsive and provide a nurturing environment.

Staff provided care in a relaxed manner and knew the children well. They encouraged children to eat independently but were on hand to help when needed. Activities were planned in advance in accordance with the theme. These were varied with a good mixture of outdoor activities which encouraged exploration and curiosity and more focussed activities that developed fine motor, literacy and numeracy skills. Staff asked questions about the activities to enable children to develop their language skills and introduced them to new vocabulary. For example, babies were encouraged to name animals, count and recognise colours. Samples of the children's work and photographs of them taking part in activities were collated into a file for each child. Progress charts were completed for children who were part of the 'Flying Start' initiative. This allowed staff to plan for children's individual needs. Staff were also trained to undertake Wellcomm assessments (Speech and Language) for these children and language groups were also held to encourage language development and give those who need it extra help and support. Daily diaries were in place for the younger children, providing a detailed account of their time at the service. Evidence was also seen on children's files of how the service works well in partnership with Speech and Language therapists and external agencies in order to ensure children with additional needs received the support they required.

Staff know children well and respond effectively to their individual needs.

### **3. Environment**

#### **Summary**

Leaders ensure children are cared for in a safe environment and risks are managed appropriately and eliminated where possible. Resources are of good quality and indoor areas are welcoming and interesting to children.

#### **Our findings**

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

Leaders ensure the premises are secure and children are safe.

The doors to the premises were kept locked and we were asked to show our identification on arrival at the premises. This prevented unauthorised access, ensuring the children were safe. Leaders had appropriate measures in place to keep children safe in the event of an emergency as accurate records of daily attendance were maintained. Leaders had identified hazards within the premises and these were included in comprehensive written risk assessments showing how risk was managed and where possible eliminated. Comprehensive risk assessments were also in place for regular visits to a local residential home, where children had been visiting to take part in activities with the older people who live there. All risk assessments were reviewed and updated regularly. Daily checks of all areas were also completed by staff before children used them to ensure no new hazards were present and the environment was clean and safe.

Leaders ensure hazards are identified and appropriate measures are put into place to minimise the risks to children's safety.

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

Leaders ensure children have plenty of space to move around and they are comfortable

The play rooms were bright, colourful and welcoming. The play room used by older children was arranged into learning areas in line with foundation phase principles. These were clearly defined and well resourced, offering a range of interesting areas for children to explore and play. The play room used by younger children and babies had soft mats and interactive low level wall displays for the babies and toddlers to explore. There was also a calm and quieter area which was closed off for children to sleep peacefully. The walls in both play rooms were colourful with educational posters and pictures on display, for example a weather chart, letters and numbers. Samples of the children's work were also proudly displayed, providing them with a sense of belonging.

Furniture and resources were all suitable for the needs of the children. Tables and chairs were at the right height and steps and seats were available to enable children to use the toilet and practice self-help skills independently. High chairs, buggies and cots were available for younger children and babies. Both play rooms led out to small outdoor areas where children could spend time in the fresh air. However, the resources outdoors were

more limited with only a range of ride along toys, a playhouse, see saw and balls and hula hoops available for children to play with and no opportunities for children to explore natural or recycled materials here. The person in charge explained there were plans in place to develop the outdoor area to offer a greater variety of sensory activities for children, for example, a planting area.

Leaders ensure the facilities provided promote independence and offer suitable opportunities for children to explore and develop.

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

Leaders ensure children have easy access to a wide range of equipment toys and resources which are interesting and exciting.

Leaders provided children with toys which are in good condition and suited the children's ages and stages of development. We found resources were clean and in good repair. The person in charge showed us how staff kept written accounts of all cleaning tasks, which provided evidence of how they monitored and managed the cleanliness and suitability of resources. Toys were stored appropriately to ensure they were kept clean and in good working order both indoors and outdoors. Leaders ensured children benefitted from a wide range of materials and resources by ensuring these were rotated and replenished regularly. A wide range of multicultural and Welsh resources were available, including dolls, books and posters, promoting cultural awareness.

Leaders ensure resources and equipment are suitable for the children's needs and enhance their learning and development.

## **4. Leadership and Management**

### **Summary**

Leaders ensure staff are aware of their responsibilities and communicate their vision for the service well. Steps have been taken to gather feedback and improve practices. However, leaders need to ensure a report is written annually outlining this feedback and any actions needed for improvement. Good partnerships have been formed with partners in order to improve outcomes for children and ensure their needs are met effectively.

### **Our findings**

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

Leaders ensure staff are aware of their responsibilities and share their vision for the service with them effectively.

Staff were fully aware of their roles and responsibilities. Policies and procedures were in place and these were implemented by staff in their daily practice. For example, staff implemented methods outlined in the service's behaviour management policy effectively throughout the day. The person in charge told us a policies file was in place for staff to access in addition to the online versions, which all staff have access to. The online policies contained all the required information and had been reviewed regularly, however, the policies in the file were different to the ones kept online and out of date. We advised the person in charge to ensure staff were clear on which set of policies were the correct ones. We inspected the service's statement of purpose, which contained all the required information meaning parents could make an informed decision about whether the service could meet their and their child's needs. The service operates through the medium of Welsh and implements the "Active Offer".

Leaders ensure staff implement the service's policies effectively in their daily practice.

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

Leaders were unable to provide evidence they had reviewed the quality of care offered at the service by gathering and reflecting on feedback from parents, staff and children.

Leaders had performed a review of the quality of the service during 2017 by gathering feedback from all people who used the service. Parents and staff were asked to complete questionnaires annually to formally record their views. Staff were also able to share their views during meetings with leaders and the committee. Feedback was gathered from children verbally and through general observations during sessions. This feedback was used to form a review of the service's quality of care and previously submitted to us as part of the Self Assessment of Service Statement (SASS).

The person in charge told us they regularly sought feedback about the service from both parents and staff verbally and that leaders and staff discussed ways in which they could make improvements following this. However, no report was available to evidence a review

of the quality of care had taken place in 2018. Leaders should ensure they complete a review of the quality of care annually in order to fully meet legal requirements.

Leaders have some procedures in place to enable reflective practice and review the quality of care provided at the service.

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

Leaders ensure staff are well trained and receive support in order to carry out their roles effectively.

Leaders ensured staff were deployed effectively during the sessions, making sure children were given the support they needed and general tasks were completed, such as cleaning and preparing snacks. Staff files were in place for each member of staff and these contained all the required information, showing appropriate recruitment checks were in place. Staff told us they had a good working relationship with the persons in charge, manager and responsible individual. They stated leaders were approachable and available to answer any queries at any time they wished and they had regular opportunities for supervision, evidence of which was seen on staff files.

Leaders ensure they manage, support and deploy staff effectively in order to provide children with the support they need.

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

Leaders encourage communication across all parties to ensure children's needs are met effectively.

Leaders share information with parents effectively. We saw evidence on file of information gathered from parents detailing children's specific needs, likes and dislikes and how the service worked in partnership with parents to ensure children's needs were met. Staff had positive relationships with parents and shared information verbally at the end of each session. Staff also gave parents a written account of their child's daily activities. The parents' handbook we viewed contained plenty of information to ensure parents understood the services and facilities provided so they were aware of what the service offered before their child began attending. Staff told us parents were regularly invited to attend parent's evenings to discuss children's progress and view samples of their work.

Leaders shared information regularly and worked closely with partners from the Flying Start program including health visitors and speech and language therapists. Leaders ensured the service worked with multiple agencies and that families received the support they needed. Parents we spoke with were complimentary of the staff and stated the service was very accommodating to their needs.

Leaders ensure there are good partnerships with parents and other professionals to improve outcomes for children.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

We informed leaders the service was not compliant with the following regulation. We have not issued a non - compliance notice on this occasion as we did not find evidence it had an adverse impact on the children's well-being. However, leaders must take action to address this matter:

#### **We found the service was not compliant in respect of *The Child Minding and Day Care (Wales) Regulations 2010, Regulation 16:***

Leaders must ensure suitable arrangements are in place to establish and maintain a system for monitoring, reviewing and improving the quality of care given to children. This is not currently the case as when we asked to view a report outlining they had reviewed the quality of care provided and actions to be taken to improve the service, leaders were unable to provide one since the review which was undertaken in 2017.

We also made the following good practice recommendations for leaders to consider:

- Providing a greater variety of opportunities for children to explore natural materials and sensory activities in the outdoor play area; and
- ensuring all policies which staff have access to are up to date and staff are clear on where to access these should they need to.

## **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 the 26 March 2019 between 9:10 a.m. and 3:20 p.m.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children, staff, person in charge and 3 parents;
- looked at the areas used by children and resources on the day of our inspection, and
- gave detailed feedback to the person in charge of what we found and what needed to be addressed.

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

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

## 7. About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Lyn Owen-Hughes
Persons in charge	Sian Michelmore
Registered maximum number of places	43
Age range of children	3 months – 8 years
Opening hours	8:00 am – 5:15 pm Monday to Friday, except one week over each of the Easter, Summer and Christmas school holidays.
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	6 January 2017
Dates of this inspection visit(s)	26 March 2019
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the 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:	