



Childcare Inspection Report on

Meithrinfa Medra

**Canolfan Plant
Ffordd Coleg
Ion Talwrn
Llangefni
LL77 7LP**

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 Medra is registered to care for up to 60 children and babies between 12 weeks and four years old. Meithrinfeydd Cymru Cyfynedig have appointed Gwenllian Lansdown-Davies and Leanne Marsh as the responsible individuals, and the person in charge is Delyth Lowri Owen. The service is located in the Mudiad Meithrin Family Centre in Llangefni and is open between 7.30am and 6.00pm; Monday to Friday throughout the year, with the exception of bank holidays, and two days for staff training. The service is bilingual and the service fully delivers an 'active offer' of the Welsh Language.

Summary of our findings

1. Overall assessment

This inspection was in response to a concern to establish if the service is working effectively in partnership with parents and meeting children's individual needs. Whilst well-being was considered, no overall judgement of the service was made and not all themes were considered in depth.

We found children to be happy and well settled. They are familiar with the routine and their surroundings and appropriately seek support. Individual needs are recognised but not always prioritised. Staff plan interesting activities and make some observations about children's achievements. Overall, staff are familiar with their responsibilities in relation to keeping children safe. Leaders have implemented changes since the last inspection and endeavour to implement continued improvements.

2. Improvements

Since the last inspection leaders have met with most non-compliance identified, and have implemented some recommendations;

- leaders have ensured individual supervision has been completed with staff;
- accident records had been signed by parents;
- a child is chosen to be 'helper of the day' each day; and
- staff spend time with the children during lunch time.

3. Requirements and recommendations

We made recommendations in relation to children's well-being and meeting their individual needs; leadership and management in respect of supporting staff to successfully implement policies and record keeping and; care and development in relation to the development of staff's knowledge and understanding of the Foundation Phase.

1. Well-being

Summary

Children are happy and settled. They are occupied by activities of interest to them and enjoy spending time with friends and staff. They explore their environment freely and complete some tasks for themselves.

Our findings

1.1 To what extent do children have a voice?

Children make appropriate decisions because they are aware of the options available to them.

Children participated positively, they experienced appropriate support to make choices and do things for themselves. For example, after some quiet relaxation time children chose how they wanted to spend their time. We saw some exploring the Christmas themed activity, where they searched for nativity characters amongst the hay; others went to get some paper and pens and sat at the table making marks. Children were aware of the options available to them; however, there were times when they could not freely follow their interest and daily routine took precedence over individual needs. We saw children no longer wanting to watch television and they wanted to play and explore, but they were directed back towards the planned activity. After some perseverance by the children, they were supported to continue playing in the home corner.

Overall children participate appropriately and their ideals are reasonably listened to.

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

Children are comfortable and relaxed.

Children were familiar with the routine of the service which gave them a sense of security. Children arrived from school and confidently joined in the structured focused task by the white board; children were eager to contribute and answered questions enthusiastically, moving to stand at the front to fully take part in the activity. The routine was developmentally appropriate for the different ages of the children. For example, younger children enjoyed lunch at an earlier time, enabling them to be ready for their afternoon nap before they became too tired. Children were developing and forming friendships and played alongside each other with ease, they were heard asking each other '*come over here to play with me*', evidence they had formed positive attachments.

Children are content and experience care which gives them a sense of security.

1.3 How well do children interact?

Children sustain interest in tasks and are becoming sensitive to the emotions of others.

Children enjoyed a painting activity and they focused for an appropriate amount of time for their age. They co-operated with each other, sharing the resources available and waited their turn to use the different colours. Children were polite and used good manners, they were heard saying please and thank you and when upset, they sought comfort appropriately from those around them.

Children are developing an understanding of their feelings and learning how to cooperate with their peers.

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

Children enjoy play-based activities and persevere for an appropriate amount of time.

Children were engaged in their play and they had positive attitudes to the experiences offered. For example, the babies enjoyed a painting activity; they laughed and giggled when they saw the marks they had created on the paper. They benefited from periods of child initiated uninterrupted play where they moved around the environment freely choosing the toys they wanted to play with before enjoying opportunities for adults to play alongside them. Older children showed they had been paying attention by responding well during adult led activities, answering questions with enthusiasm and eagerly talking about what they had been doing.

Children gain a sense of achievement from what they do.

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

Children are naturally motivated to freely choose and direct their play.

Children were making progress; they enjoyed taking part in what was going. Children coped well with self-directed play that enabled them to gain appropriate skills to follow interest and promote their development. Children were able to accomplish tasks independently, a helper of the day proudly completed the allocated tasks, enabling children to learn new skills. Opportunities were missed for children to complete tasks for themselves, during meal times, which would offer further opportunities to develop independence skills.

Children are reasonably confident to use a good range of skills to develop.

2. Care and Development

Summary

Staff implement appropriate measures to keep children safe and healthy and they adequately plan to meet children's needs. They are consistent in their approach and model appropriate behaviour. As this was a focused inspection we did not inspect the whole of this theme. However, this will be considered at future inspections.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff implement most policies and procedures.

Staff were confident with the process to follow should they have safeguarding concerns; everyone understood their roles and responsibilities. Staff promoted healthy lifestyles through implementing positive practice in relation to healthy eating and ensuring children were physically active daily. Principles of the Infection Control Audit Tool were implemented, when changing nappies, tables were wiped and children's hands were washed. Accident and incident were appropriately recorded in line with policies and procedures, however, some medical records seen were incomplete. Essential information was missing, such as parent's signature and the time and dose given.

Staff do not always ensure they always follow best practice in relation to keeping children safe.

2.2 How well do practitioners manage interactions?

We did not assess how staff manage interactions but made the following observations.

Staff were consistent in their approach; they gave children their time and celebrated positive behaviour. They made expectations of behaviour clear and ensured children had enough information to know what was expected of them. For example, staff explained what would be happening next during the day, providing children with enough information to make appropriate decisions.

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

Staff endeavour to meet individual needs and plan an appropriate variety of play and learning opportunities.

Staff have reasonable expectations for children's learning and ensure daily routine provides stability. Busier times are interspersed with quieter times and children have times to relax and rest. Staff were relaxed and had acceptable knowledge of child development; planning activities which were tailored to children's stage of development. Some observations were

made on children's achievements, but the observations made did not consider the foundation phase seven areas of learning. Staff ensure parents are kept informed of children's progress through regular invitation for them to attend parents' evenings and completed 'treasure books' containing examples of the children's work are sent home. Staff consult with parents when children are developmentally ready to move to the next room and their consent is sought.

Staff have reasonable expectations of children's play and learning and parents are kept informed about their child's well-being.

3. Environment

Summary

This inspection focused on, well-being, care and development and leadership and management. Care Inspectorate Wales did not consider it necessary to look at environment on this occasion because no issues were identified. However, this theme will be considered at future inspections.

Our findings

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

This theme will be considered at future inspections.

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

This theme will be considered at future inspections.

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

This theme will be considered at future inspections.

4. Leadership and Management

Summary

As this was a focused inspection, we did not inspect the whole of this theme and focused on leadership, management of staff and working in partnership with parents. However, the whole of this theme will be considered at future inspections.

Our findings

4.1 How effective is leadership?

Leaders have reasonable expectations of staff but do not always set clear aims and written policies do not support current practices.

Leaders maintain an up to date statement of purpose that provides an accurate picture of what the service offers. The person in charge has a reasonable understanding of best practice; this had been communicated to staff but was not being fully implemented in daily practice. For example, a recent training day had shared information about tracking children's progress and planning activities, but the information shared was not being used. Leaders had taken action to challenge poor performance robustly, but there was no record to indicate how leaders would continue to support staff to address issues identified and how they communicated their expectations to staff. The service does not currently have a policy which outlines how the service will deal with poor performance.

Leaders are inconsistent in ensuring they actively support and challenge everyone to do their best.

4.2 How effective is self evaluation and planning for improvement?

This theme will be considered fully at future inspections. However, we made the following observations.

Leaders had recognised areas for development and had taken appropriate action in relation to concerns; we saw detailed records and leaders had kept CIW informed of steps taken. Recommendations and areas of non-compliance from the last inspection of the service had been addressed.

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

Leaders define roles and have reasonable systems in place for staff supervision and appraisals.

Staff have clearly defined roles and those spoken to were familiar with their responsibilities. Staff worked well together and were deployed effectively, sufficient staff with appropriate skills met the children's needs. There are effective arrangements in place to cover staff absences which ensures continuity of care for the children. Leaders provide opportunities

for staff to attend relevant training, and enable them to request training of interest which contributes towards staff's professional development. Since the last inspection leaders have implemented a system to ensure staff benefit from regular supervision and annual appraisals. Leaders were currently reviewing the process to ensure it was effective.

Leaders implement appropriate changes to support staff to fulfil their roles.

4.4 How effective are partnerships?

Leaders endeavour to work in partnership with parents to identify individual needs and preferences during their time at the service.

At the point of registration, leaders provide parents with relevant information to enable them to make informed choices about the care of their child, they are provided with a detailed information pack and are welcome to visit the service. Leaders strive to establish trust and clear communication with parents, through daily diaries and regular parents evening and open days. Parents are regularly invited to attend community events and parents spoken to told us they were happy with the care their children received. Leaders consider and respond to feedback and complaints in a timely manner.

The service provides relevant information for parents and they share the children's accomplishments regularly.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

We notified the person in charge that they were not compliant with the following regulations in relation to the Child Minding and Day Care (Wales) Regulations 2018:

Regulation 26: leaders must make suitable arrangements to ensure a written record is kept of the administration of any medicine to a child. Some records seen were incomplete and did not contain all the required information to document when medicine had been administered

We have not issued a non-compliance notice on this occasion as there was no significant evidence on the day that this was having an impact on the children's well-being however, this issue must be addressed immediately.

5.2 Recommendations for improvement

We recommended leaders should consider:

- Supporting staff to ensure that daily routine and planned activities do not restrict children's ability to be able to pursue their own interests;
- affording children additional opportunities to complete tasks for themselves and build on their independent skills;
- planning activities and recording children's achievements having regard for the Foundation Phase seven areas of learning;
- outlining and recording how staff will be supported to improve and develop their practice;
- developing a policy outlining how the service responds to staff under performing.

6. How we undertook this inspection

One inspector visited on the 29 November 2018 between the hours of 9.45am and 3.30pm

This was an unannounced inspection in response to a concern received. With the purpose of assessing if the service was meeting children's individual needs and working in partnership with parents.

We looked at;

- records kept;
- inspected the premises;
- observed practice; and
- spoke to parents, children and staff.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Gwenllian Lansdown Davies Leanne Marsh
Person in charge	Delyth Owen
Registered maximum number of places	60
Age range of children	12 weeks to 4 years old
Opening hours	7:30am to 6:00pm
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	24 January 2018 & 26 January 2018
Dates of this inspection visit(s)	27 November 2018
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 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:	