



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

# Childcare Inspection Report on

**Ffrindiau Bach Yr Eos**

**Ysgol Llwyn Yr Eos  
Penparcau  
Aberystwyth  
SY23 1SH**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



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## **Description of the service**

Ffrindiau Bach yr Eos was registered in 2008 to provide full day care through the medium of Welsh for up to 24 children. They are part of the Flying Start service and therefore two years old is the age of the majority of the children who attend. The service is situated in a purpose built building in the grounds of Ysgol Llwyn yr Eos campus on the outskirts of Aberystwyth. The service operates Monday to Friday between 9:00am and 3:00pm, term time only. The responsible individuals on behalf of the company are Leanne Marsh and Gwenllian Lansdown-Davies and the person in charge is Catrin Davies.

## **Summary of our findings**

### **1. Overall assessment**

We found that children attending Ffrindiau Bach yr Eos are happy, settled and cared for by caring staff. Leaders have good partnerships with parents and the local school. Leadership and management of the service is appropriate.

### **2. Improvements**

The service has purchased new resources since the last inspection. They include an ipad, a playhouse and a slide. The service has completed all themes of a national healthy pre-school scheme. They have also received their gold award for a national tooth-brushing scheme.

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

We recommended that leaders:

- Ensure that children have a wider choice of activities available to them;
- develop children's independence skills during snack time;
- ensure children's faces are wiped clean after meals;
- make fresh drinking water available for children throughout the day;
- ensure tissues are readily available and that staff wipe children's noses regularly;
- ensure staff familiarise themselves with the service behaviour management policy which identifies positive strategies when dealing with negative behaviour;
- re-organise the snack time so that all children sit at the table together and leave at the same time when they have finished;
- ensure that all cords for window blinds are out of children's reach at all times;
- record children's arrival and departure times;
- record all staff present each day;
- ensure all staff familiarise themselves with the 'Prevent Duty' document and
- ensure adult to child ratio is adhered to and that a supernumery member of staff is available at all times.

# **1. Well-being**

## **Summary**

Children at Ffrindiau Bach yr Eos are listened to and make choices some of the time. They are happy, settled and enjoy the opportunities available to them. However, there are areas to develop the range of choices available for them.

## **Our findings**

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

Children make some choices and decisions about what they want to do. They are listened to, speak, and express themselves.

When we arrived, we saw children playing with various activities available to them, moving around from one to another. After circle time, the door to the outside area was open and children had the choice of playing on the large ride on toys on the decking outside or remain indoors. We saw most children go outside but some wandered back indoors. However, they did not have any activities available to them so most went back outside again. One child wanted to ride the bike indoors but was re-directed back outside. Many children took an interest in the painting activity but had to wait their turn as there was only room for three. A child refused to wear an apron to paint and a member of staff accepted his wish but he was reminded that he might get paint on his clothes. During a dancing session, not all children wanted to partake and chose to sit and watch initially before joining in.

Children have some voice at this service.

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

Children are settled and cope with separation from their parents, with some support. They have bonds of affection with staff who know them well.

Some children ran into the service happily. Other children approached staff for cuddles and reassurance when they arrived as they were clearly upset and crying. Children were obviously familiar with the daily routine and went to circle time and snack time when directed to. We saw children approach staff for cuddles during the session.

Children have affectionate bonds with staff and are kept safe.

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

Children take turns with support from staff and are beginning to co-operate during group activities, with reminding and encouragement.

We saw a group of children play together for some time as they sat in a line, legs astride a long bench and pretended to be going on the train. One child said; 'I'm the driver ok?' which

everyone cheered to. Some children needed reminding from staff about being nice to each other when one pulled a toy away from the other and another pulled a child's clothes whilst they were eating lunch. We saw children standing on chairs during lunchtime, and some did not react to staff who asked them to sit down.

Children interact adequately with support at times.

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

Children are engaged in their play. They sustain interest for an appropriate amount of time and move freely and safely between activities, when they are available.

We saw children enjoying a dancing session, which included following various instructions of physical activity. Children shrieked in excitement as the music went from slow to fast or quiet to loud. Children enjoyed role-play and we saw a couple play holding hands, and one told the other; "I will be mummy and you be daddy ok?" Children enjoyed a singing session before it was time to go home.

Children enjoy their play and learning.

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

Children are confident, motivated and are developing their independence skills with support.

We saw children being independent when washing and drying their hands, with verbal guidance from staff. They had access to sinks, soap dispensers and paper towels to dry their hands. Children fed themselves during snack time, and they returned their bowls to bucket near the kitchen area after they had finished. Children's snack of cereal and milk was prepared for them and placed on the table. We saw children wait their turn patiently to paint. Children confidently followed instruction in the dancing session and some knew what was coming next, such as walking, running, marching, swimming or climbing.

Children are learning, developing and becoming independent with support. There are missed opportunities to encourage these skills further.

## **2. Care and Development**

### **Summary**

Staff know children in their care well and provide care that meets their individual needs. They ensure children are kept safe. Staff manage interactions positively most of the time.

### **Our findings**

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

Staff have a comprehensive file of policies and procedures, with the child protection policy recently updated. The service promotes healthy lifestyles and physical activities.

As children arrived, staff locked the door after entry. Staff ensured children washed their hands before snack and after using the toilet. We discussed child protection procedures with staff and responses showed confidence in what to do should they have concerns. Accidents and incidents were logged correctly and signed by staff and parents. Medication that was administered at the service had been recorded and signed by staff and parents. Staff sanitised tables before and after snack time and ensured that any spilt food was brushed up. We saw that the door to the outside area remained open throughout most of the session to allow children opportunities for outdoor play. We saw that not all staff responded promptly to wiping children's noses. The service' policy with regards to healthy eating stated that water was readily available for children. We discussed this with leaders as we did not see drinking water available for all children. We saw that staff followed correct procedures when changing children's nappies to avoid any cross contamination.

Staff keep children safe and healthy most of the time.

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

Staff encourage children to take turns and share with each other. Staff manage interactions positively most of the time, although we did see some negative interactions.

Staff praised children frequently during their play, for example; "well done you, that's a great job" and "oh you're such a good boy for helping me, thank you", and labelling exactly what they were praising; "good talking". We saw staff gently trying to encourage a child to wear an apron before painting because they did not want to see his clothes getting dirty with paint. Staff settled for no apron and praised other children who put their aprons on. We saw incidents where children were told 'No!' by staff, but without an explanation of what the child was not to do. We heard staff remind children about using 'nice hands' and say 'please' or 'thank you'.

Staff manage interactions well most of the time

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

Staff know and understand the children's needs and abilities.

Staff knew children in their care well and told us their likes and preferences. We saw staff use sign language throughout the session to ensure they communicated with each child. Staff met children's individual needs and had received specific training on areas needed such as speech and language or a specific health need. Leaders told us they had close links and regular meetings with outside agencies to ensure a consistent approach in meeting children's needs. All staff spoke Welsh with the children. We saw staff discuss their children's time at the service with parents and gave positive feedback about the session.

Staff sometimes promote children's play, learning and development.

### **3. Environment**

#### **Summary**

The service is located in a purpose built building on the grounds of the community school. The environment allows children to play in a safe area with sufficient space indoors and outdoors and reasonable play opportunities. There is a large designated outdoor area, which is accessible all year round.

#### **Our findings**

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

Leaders ensure the environment is safe, clean and secure. They ensure that risks are identified and eliminated as best as possible.

The door into the building was kept locked when children were in attendance. Any visitors to the service had to be let in by a member of staff. Risk assessments were completed and amended when needed for indoor areas and outdoors. We saw staff carry out checks before children were allowed outside to play. The service had a five rating from the food standards agency. All electrical appliances had been tested in February 2017. Fire drills were carried out every each term and recorded. We were asked to sign a visitors' book upon arrival and we saw that everyone who visited the service used this regularly. We saw that all windows in the service had vertical blinds fitted. However, some of the pull cords were lower than others and at reach of children should they stand on a chair.

Leaders ensure the safety of the environment effectively most of the time.

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

The main room where the service is based is welcoming and spacious with colourful displays on walls and suitable furniture. The room is maintained to a good standard.

The room offered a selection of play opportunities and places to eat or complete table top activities. Leaders had arranged tables and chairs to provide a sociable area for snack time. Resources were stored in boxes, which were labelled, and at a level that were accessible for children. The outside area consisted of a decking area where children could freely walk onto from the indoor play area. In addition to this was a large grassed area with areas for children to explore such as a herb garden, gravel pit, mud kitchen, sand pit, tunnels and ramp and a bug hotel.

Leaders ensure the inside and outside environment is suitable and spacious.

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

Leaders provide a basic range of resources and toys, which are clean and good quality. They are age appropriate and easily accessible.

Children were limited to the range of resources and toys available to them. Even though resources were available, they were not offered to the children. Resources were of good quality and suitable for their purpose. Examples of the resources available included a reading area with a selection of Welsh books, construction area, dolls and buggies, jigsaws, playhouse, quiet area with cushions, craft, paint area, and larger ride on equipment for outside play. Leaders had provided child sized furniture to allow children to sit at tables independently. Leaders told us they carried out a deep clean of all toys and equipment at the end of each term and removed and replaced any broken toys.

Leaders ensure resources and equipment are of good quality.

## **4. Leadership and Management**

### **Summary**

Leadership and management of the service is appropriate. There are clear policies and procedures in place, and leaders need to ensure all staff are familiar with them. There are systems in place for reviewing the service and making improvements.

### **Our findings**

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

Leaders do not always ensure the service remains compliant with the regulations and national minimum standards. There are clear policies and procedures in place and they have recently been reviewed.

Leaders did not ensure the statement of purpose provided an accurate picture of the service as it states they are registered to care for 19 children. However, the service is actually registered to care for 20 children. In line with the national minimum standards, leaders need to ensure there is a supernumery person available at all times, when the number is over 19. We found that this has not always been adhered to and the person in charge has been included in adult to child ratio. We viewed children's files and they contained all the correct information. All accident logs had been signed by staff and parents. Leaders had a sound understanding of their responsibilities to promote the Welsh language and fully implemented the "Active Offer". Leaders did not have awareness of the 'Prevent Duty' and we discussed the need for all staff to familiarise themselves with the guidance.

Leadership at this service is not always effective.

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

Leaders review the service annually and take into consideration the views of staff, parents and the committee.

A quality of care review had been completed for the current year and identified activities undertaken, projects involved in, partnerships with outside agencies, staff training, new resources purchased and feedback from parents. The report also included ways leaders have engaged with children to gain their views of the service. These include mind maps, observations and using pictures.

Self-evaluation is effective and takes into account the views of everyone involved, including the children.

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

Leaders do not always ensure that the service is correctly staffed. There is a basic range of activities on offer for the number of children attending.

We viewed staff files and found that they included all the correct documentation including training certificates and references. All staff received annual appraisals, which identified any training needs or areas of improvement, and supervisions were carried out every six months. Leaders have contingency plans in place to cover staff absences with casual staff available to come in if needed. We discussed with leaders the need to ensure the service has a supernumery at all times.

Leaders manage the service appropriately.

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

Leaders have good relationships with parents / carers, the local school and the community.

We spoke to six parents who told us how valuable the service was to the area. They felt their children had developed significantly and that they received sufficient and regular information about their children's development. Parents told us there was a very smooth transition to school with several visits before new term. Leaders told us that development profiles were passed over to the schools and parents invited in to discuss their child's development with their child's keyworker. Parents told us that staff always had time for them. One parent told us that attending the service had resulted in their child go from unable to speak to chatting all the time. Parents praised staff for working with parents and children to meet specific health needs which meant offering specific meals and monitoring the child. Leaders told us they benefit greatly from the support from Flying Start and having professional links at hand. Children have enjoyed visits to the local supermarket, the beach, visit from the fire engine, police and the vet.

Partnerships with parents and the local community is effective.

## **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**

We recommended that leaders:

- Ensure that children have a wider choice of activities available to them;
- develop children's independence skills during snack time;
- ensure children's faces are wiped clean after meals;
- make fresh drinking water available for children throughout the day;
- ensure tissues are readily available and that staff wipe children's noses regularly;
- ensure staff familiarise themselves with the service behaviour management policy which identifies positive strategies when dealing with negative behaviour;
- re-organise the snack time so that all children sit at the table together and leave at the same time when they have finished;
- ensure that all cords for window blinds are out of children's reach at all times;
- record children's arrival and departure times;
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- ensure all staff familiarise themselves with the 'Prevent Duty' document and
- ensure adult to child ratio is adhered to and that a supernumery member of staff is available at all times.

## **6. How we undertook this inspection**

This was a scheduled, unannounced full inspection undertaken on 28 November 2017. One inspector visited the service for a total of five hours.

- We observed the children and the care they receive and used our “SOFI” tool to capture evidence of children’s engagement and the care provided by staff;
- we spoke to six parents, staff present and the children;
- we looked at a wide range of documentation including policies, recruitment procedures and children’s files and
- we inspected the environment indoors and outdoors.

Further information about what we do can be found on our website [www.cssiw.org.uk](http://www.cssiw.org.uk)

## About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Gwenllian Lansdown-Davies Leanne Marsh
Person in charge	Catrin Davies Debbie Benjamin
Registered maximum number of places	20
Age range of children	2 – 3 years
Opening hours	Monday to Friday 9:00am – 3:00pm, term time only.
Operating Language of the service	Welsh
Date of previous CSSIW inspection	20 November 2015
Dates of this inspection visit(s)	28 November 2017
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:	