



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

# Childcare Inspection Report on

**Meithrinfa Ffalabalam Cyf**

**Hafod Elfyn  
Penrhosgarnedd  
Bangor  
LL57 2BX**



## **Date of Publication**

**29 December 2016**

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

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## **Description of the service**

Meithrinfa Ffalabalam is registered to provide care for a maximum of 116 children up to the age of 12 years. Care is provided within five units; up to 84 children under the age of 3 in Lili Lon, Beti Bwt, Deri Dando, Seren Siw and up to 32 children aged between 3 – 11 years in the Clwb Ffrindiau Ffalabalam - after school club.

Menna Jones and Bethan Griffiths are the responsible individuals and persons in charge of running the nursery on a day to day basis. Welsh is the main language of care.

## **Summary of our findings**

### **1. Overall assessment**

Children attending Meithrinfa Ffalabalam are settled and happy in their play and learning. Children receive care and attention they require in order to flourish with practitioners being friendly and nurturing. Children are able to develop both physical and intellectual abilities through having wide ranging and stimulating experiences. The indoor and outdoor environment is well designed and suitably resourced, and safe for children. Meithrinfa Ffalabalam is professionally run by leaders and practitioners who are experienced, qualified and competent at meeting the changing needs of children.

### **2. Improvements**

Meithrinfa Ffalabalam has made the following improvements;

- has created an outside soft play area for children under the age of 2 years;
- two practitioners have completed their NVQ level 5 in childcare;
- created an award recognition system for employees of the month;
- had a new fire alarm system installed throughout the building;
- purchased evacuation cots;
- been awarded with a certificate by the Betsi Cadwaladr University Health Board (BCUHB) for Best Practice in Early Years for creating healthy food menus.

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

There were no areas of non-compliance identified during this inspection.

Good practice recommendations were discussed with the leaders.

# **1. Well-being**

## **Summary**

Children experience a positive and enjoyable time at the service and their rights are upheld and development encouraged. Children have a voice and practitioners listen to them, they are valued and feel safe. Children interact well with each other and with leaders and practitioners. They are happy and busy and enjoy learning through play.

## **Our findings**

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

Children have a voice; their choices and decisions are listened to and encouraged.

The majority of the children told practitioners that they no longer wanted to play with playdoh and that they wanted to paint Pudsey bear on a paper plate ready for Children in Need. Children were encouraged by practitioners to collect paper plates ready for painting and therefore children's wishes and feelings were respected. However, a minority of the children did not want to paint, and they were encouraged by the practitioners to play with an activity of their choice. Throughout the inspection, within each of the playrooms, children were encouraged to express their views and ideas and these were encouraged and respected by practitioners.

Children could express their wishes and feelings successfully and were confident when speaking to practitioners knowing that they would be supported to be understood. Nearly all of the children were from Welsh speaking families and practitioners supported children who were from different backgrounds to speak and learn Welsh with many words and phrases translated from English to Welsh.

Children have opportunities to decide on what they want to do, where they want to play and with whom. Children are happy and confident in expressing their feelings, knowing that their views will be listened to and acted on.

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

Children feel safe and happy at Meithrinfa Ffalabalam and have good relationships with practitioners and each other.

We saw a number of children separate from their parents and they settled and were happy and comfortable in the care of their consistent and allocated practitioners. Children were valued as we saw them being spoken to in a soft manner and at their level and stage of language development. Children were happy and felt safe because they had good relationships with practitioners and each other and as a result enjoyed the continuity of care and being familiar with the people around them.

Children experienced a sense of belonging and achievement by seeing their craft work displayed on the walls of the playrooms. In addition, they had a sense of well-being as practitioners throughout the session praised them about the activities they had undertaken.

Children have secure relationships with their peers and practitioners.

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

Children are beginning to understand their feelings and emotions of others.

We saw a child wanted to play with a toy that another child was playing with and both children became upset. A practitioner reasoned with the children, used praise and distraction techniques successfully to support them in moving on in their play.

Children are supported in their interactions and behaviour.

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

Children enjoy their play and learning very much.

We saw children who were full of activity and interested in reading, painting, playing bingo and having one: one reading sessions with practitioners. We saw children within all of the playrooms being busy and engaged in activities with the encouragement and close supervision of practitioners. Children had a broad range of opportunities and activities to choose from that supported their learning and development.

Children followed the service's routines well and as a result they felt safe, confident and ready to learn. Children were highly motivated, engaged in play, and had the capacity to sustain good concentration levels. Children showed great interest in books and stories and they were also absorbed in singing nursery rhymes with the background music. The words were clear and concise which showed that leaders and practitioners took time to support the children with learning Welsh nursery rhymes and songs.

Children are interested, engaged and excited in their play and learning.

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

Children are developing and learning to become independent.

Children developed well and made good progress in becoming independent as they had an abundance of learning experiences that enabled them to gain a good range of skills. Child friendly furniture allowed children to move from one activity to another freely without having to ask a practitioner for assistance.

Children of all ages depending on their level of development were encouraged in their independence to toileting, and the younger children were supported and encouraged with the close supervision of their allocated key workers.

Children are supported with the developing independence.

## **2. Care and Development**

### **Summary**

Practitioners know the children in their care well and keep the children safe and healthy with their knowledge of child development and safeguarding. Practitioners respond to the individual needs of children successfully and provide a positive, nurturing environment for children of all ages to promote their development.

### **Our findings**

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

Practitioners keep children safe and healthy effectively.

Practitioners promoted children's good health in a variety of ways. Good hygiene practices were in place and practitioners encouraged children to become independent. For example everything was within their reach in the bathroom / toilet. Practitioners ensured that the premises were clean and wiped the tables between courses at lunchtime and between play. They also encouraged and supported children to wash their hands as and when required. Practitioners had attended Paediatric First Aid training and child protection training, this gave practitioners the knowledge of how to respond to health care needs and the understanding of how best to deal with any safeguarding issues that may arise. In addition, the two practitioners files inspected revealed that they had attended the following training courses; Food Hygiene Level 2, Epilepsy, Diabetic and administering of medication, and manual handling.

Practitioners were familiar and conformed with the Infection control audit tool when changing babies' nappies. Both hygiene and safeguarding matters were taken into consideration also adhering to the service's 'Nappy Changing' policy.

Children have their health, hygiene and safety needs met by practitioners who are qualified to care for them and follow their policies and procedures well.

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

Practitioners manage interactions well and are good role models for the children.

Two of the younger children in the toddler room became upset as one of the children wanted to play with the other child's toy. Both children became upset as they tugged on the toy and when one child started crying so did the other. A practitioner comforted both children and reminded them that they were friends and that they needed to share their toys and games. After receiving hugs from the practitioner, both children were happy to continue in their play and were seen moments later to be re-united.

Practitioners ensure that the behaviour of children is managed in a way that respects their rights and promotes their welfare and development.

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

Practitioners promote children's play, learning and individual needs well because they are familiar with children's preferences.

Practitioners planned activities that interested all children and provide learning experiences that effectively developed children's skills in different areas such as literacy and numeracy. For example, we saw practitioners teaching younger children colours, numbers and advanced words in Welsh which supported and encouraged their cognitive and linguistic development.

Practitioners were seen to welcome and talk to parents which was a positive and friendly experience for all and any important information was shared. Two of the children's files were inspected and revealed that parents had completed the registration forms and provided details of any allergies, needs and preferences. Together with the registration forms and daily discussions with parents in sharing information regarding children, this allows practitioners to have the knowledge to provide the best care for children regarding their continually fluctuating and developing needs.

Children were spoken to sensitively and benefitted from a warm and caring approach and this practice supported children in their confidence to play and learn. We saw practitioners spoke to children in a soft manner, listening and respecting their views and responding kindly with verbal reassurance and eye contact. Observations of the children were made and assessment booklets were completed that were supported by photographs and samples of children's work which was displayed in their individual books and on the walls. A good balance of child led and adult led activities were seen, such as painting and gluing material onto paper plates to create Pudsey bear ready for Children in Need day.

Children have opportunities for play and learning, and their needs are met which contributes well to their emotional, physical, social, intellectual, language and creative development.

### **3. Environment**

#### **Summary**

Children benefit from an environment where they can experience a range of play and learning activities as well as areas where they can sleep and relax. The environment is safe both inside and outside.

#### **Our findings**

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

Leaders and practitioners ensure the environment is safe for the children.

Leaders and practitioners ensured that the premises were safe and secure both inside and outside. Leaders and practitioners locked the doors after each child had arrived throughout the day and practitioners recorded children's attendance in individual playroom registration books as well as in the leader's office. The inspector was required to show identification in order to gain entry into the premises and asked to sign in the visitors' book. This demonstrated good recording systems which promoted health and safety. Children could play outside in an enclosed area under the close supervision of practitioners. We noted safety on outings and customary pre-cautions were taken to prevent potential accidents. The physical environment was safe and all resources and equipment had been risk assessed to eliminate potential hazards; with risk assessments for outdoor play and walks being comprehensive.

Leaders ensure children are cared for and have their needs met in a safe environment.

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

Leaders ensure that the environment is suitable and stimulating.

Leaders and practitioners had created a welcoming and friendly environment with the walls decorated with children's art and craft work. All indoor and outdoor areas were clean and maintained in a suitable state of repair, and rooms being an appropriate temperature with enough space for the children to explore.

Meithrinfa Ffalabalam followed the principles of the Foundation Phase which is for children between 3-7 years of age. The layout and design of the playrooms naturally promoted children's independence to encourage their play and learning experiences. Children's thematic work was clearly labelled and displayed throughout the rooms which gave children a sense of achievement in their creations. The large playrooms for babies and toddlers had been set separated into two rooms set out into a messy play and creative area to provide a range of play opportunities to which promoted children's curiosity to play and learn. The large playroom for the older children had ample space for play with child friendly furniture which encouraged children to explore and follow their interests without having to ask

practitioners. Children's toilets and wash basins were safe, and child friendly to promote independence. Leaders and practitioners had their own office for confidential conversations with parents, carers or professionals and for lunch breaks. The service received a Food Hygiene rating of 5 from the local Environmental Health department which further promotes children's health and hygiene development.

Leaders ensure that children are cared for in a suitable environment where they are safe and their global developmental needs are met.

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

Leaders ensure resources are replaced when worn and are in good working order and clean.

Leaders ensured practitioners routinely clean resources and they are conscious of informing the leaders when new equipment is required. Leaders ensured they provided appropriate and child friendly resources in order to meet the needs of individual children. Leaders stated that children had a say in what items were purchased according to their interests and to encourage development.

Leaders ensure that children have access to furniture, equipment, toys and materials that are appropriate and suitable for their needs.

## **4. Leadership and Management**

### **Summary**

Leaders have a clear vision for the service where children are valued. The statement of purpose provides an accurate picture of the service which promotes, sustains improvement and good outcomes for children and provides the information required by parents to make an informed choice regarding childcare.

### **Our findings**

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

Leaders demonstrate good leadership and management.

Leaders had ensured that the statement of purpose is clear and succinct and provides the information required by parents to make an informed decision regarding child care. Leaders had completed practitioners' supervision and appraisal these documents were comprehensive. This meant the continuing training needs of practitioners were identified and could be addressed during one: one supervision sessions. Leaders informed that policies and procedures were updated regularly and were shared with practitioners during team meeting. These meetings provided an opportunity to discuss any areas which require improving. It was discussed with Leaders to consider placing children's names next to the allocated workers on the practitioners photograph notice board to allow parents to identify their child's key worker for that day / week. Also, to consider placing the qualifications and training achieved next to practitioners photographs on the staff / practitioner notice board.

Meithrinfa Ffalabalam fulfilled its responsibilities under the Welsh Language Standards by providing an 'Active Offer' of the Welsh language for children who wished to speak Welsh. All leaders and practitioners spoke both Welsh and English. There was an agreed contract with parents, which set out the expectations about the care, terms and conditions, activities provided and business arrangements. Two of the children's files were inspected. It was found they had the required information to provide the best care for the children which was also in accordance with the National Minimum Standards for Regulated Child Care (NMS) and Regulations.

Leaders ensure the needs of children are met and parents have the required information they need. Parents and their children benefit from a well organised and planned service where practitioners understand their roles.

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

Leaders are effective in self evaluating and improving the service.

Leaders had effective systems for regularly gaining the views of children and parents to identify areas that required developing. The quality of care report 2015 / 2016 was comprehensive and made reference to a number of improvements to the service over the year. The report highlighted areas that had been improved and identified further development in order to meet the fluctuating and developing needs of children attending Meithrinfa Ffalabalam.

It was discussed with leaders to consider making Meithrinfa Ffalabalam's facebook page secure by limiting access to the public and only allowing parents of children who attend the service to view the full content. Also, to consider having a more detailed and specific parental consent form in relation to the broadcasting of images on facebook and / or other social media outlets.

Children and their parents benefit from a quality service that is effectively monitored.

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

Leaders are effective at managing practitioners and ensure they are supported in their roles.

Leaders deployed practitioners so that practitioner: child ratios exceeded the National Minimum Standards for Regulated Child Care. Leaders had allocated practitioners to different age ranges of children according to practitioners experience, qualifications and preferences. Practitioners told us they were really happy in their roles and that support from leaders was instant, effective and good. Practitioners stated that they had ample opportunities to undertake training pertinent to their roles with this theme being a major part of the ethos of the service.

Monthly supervision sessions and practitioner meetings provide an opportunity to discuss any matters and areas that require attention and developing.

Children benefit because the ratio of adults to children exceeds best practice.

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

Leaders have effective partnerships.

For example, leaders and practitioners have good relationships with parents in order to meet the fluctuating and developing needs of children.

Leaders informed that the service is working closely with Coleg Menai and Bangor University and regularly took students on placements who were studying childcare in order to promote their learning and understanding of the subject. Leaders shared that they had links with an Epileptic Nurse to be able to meet the needs of children with Epilepsy in their care.

Leaders stated that when additional needs were identified, they worked closely with parents and professionals to gain advice to ensure the best support for the children to develop and make good progress.

Leaders have developed effective partnerships with the community which benefit the children.

## **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**

The following good practice recommendations were discussed with leaders:

- to consider making the facebook page more secure by limiting access to the public and only allowing parents of children who attend the service to view the full content;
- to consider having a more detailed and specific parental consent form in relation to the broadcasting of images on facebook or other social media outlets;
- to consider placing children's names next to the allocated workers on the practitioners photograph notice board to allow parents to identify their child's key worker for that day / week;
- to consider placing the qualifications and training achieved next to practitioners photographs on the staff / practitioner notice board.

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

This inspection took place Wednesday 16<sup>th</sup> November 2016, 08:30am – 15:00pm:

- one inspector undertook the unannounced visit to the service;
  - took into account the knowledge of the registration of the service, any notifications received
- observed the care of the majority of the children throughout the day;
- spoke to all of the practitioners and the leaders on site;
- looked at a range of records; including practitioner files and children's files;
- inspected all of the areas used by the children, and;
- spoke to a parent who was collecting their child from the service.

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

## About the service

<b>Type of care provided</b>	<b>Full Day Care</b>
<b>Responsible Individual</b>	<b>Bethan Griffiths Menna Jones</b>
<b>Person in charge</b>	<b>Bethan Griffiths – Menna Jones</b>
<b>Registered maximum number of places</b>	<b>116</b>
<b>Age range of children</b>	<b>0-12 years</b>
<b>Opening hours</b>	<b>07:30am – 18:00pm</b>
<b>Operating Language of the service</b>	<b>Welsh</b>
<b>Date of previous CSSIW inspection</b>	<b>23 March 2015</b>
<b>Dates of this inspection visit(s)</b>	<b>16/11/2016</b>
<b>Is this a Flying Start service?</b>	<b>No</b>
<b>Does this service provide the Welsh Language active offer?</b>	<b>Ydi / Yes</b>
<b>Additional Information:</b>	