



## Childcare Inspection Report on

**Meithrinfa Ffalabalam Cyf**

**Hafod Elfyn  
Penrhosgarnedd  
Bangor  
LL57 2BX**

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

**This report is also available in Welsh**



**Date Inspection Completed**

**08/04/2019**

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| <b>Ratings</b>   | <b>What the ratings mean</b>  |
|------------------|---|
| <b>Excellent</b> | These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being |
| <b>Good</b>      | These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.   |
| <b>Adequate</b>  | These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.   |
| <b>Poor</b>      | These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice   |

## 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. The service implements the Welsh Government's 'Active Offer' in relation to the Welsh language.

## Summary

| Theme                                     | Rating |
|---|--------|
| <a href="#">Well-being</a>                | Good   |
| <a href="#">Care and Development</a>      | Good   |
| <a href="#">Environment</a>               | Good   |
| <a href="#">Leadership and Management</a> | Good   |

### 1. Overall assessment

Children are happy and enjoy their time at the service. They make choices and contribute their views and preferences confidently. Staff know children well and respond to their individual needs promptly and effectively. 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 all play 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 external agencies to ensure good outcomes for children.

### 2. Improvements

Leaders had addressed the good practice recommendations made in the previous inspection. For example, they had created a closed social media page and had improved the detail included in the parental consent forms for the use of children's photographs. They are also currently introducing a new online application, which will be used to track children's development more closely.

### 3. Requirements and recommendations

We made recommendations in relation to staff knowledge on safeguarding procedures, providing opportunities for children to explore more natural and recycled materials and reviewing risk assessments.

# 1. Well-being

Good

## 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

Children were able to make choices about what they wanted to do. A variety of activities were laid out on the tables and children could move between them freely as they wished. Children were confident to express their preferences and let staff know what they wanted to do. For example, one child had finished a painting activity but shortly afterwards came back to the table and indicated they wanted to make a handprint with the paint. A staff member quickly responded and supported them to put an apron on so they could continue to experiment with the paint. Throughout the nursery, 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 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, a child just arriving at the service felt overwhelmed with all the children sat at a table ready for lunch. The child quickly settled after receiving lots of cuddles and comfort from staff. Another child sought comfort from staff when their friend had snatched a toy from them. The staff member comforted them and the child settled down to read a story while sitting on the staff member's knee. Throughout the day children followed routines that were familiar to them, providing them with a sense of security. Children throughout the nursery 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, children in the after school club smiled and felt proud when they received lots of praise from staff for using good manners and sharing resources.

Children had formed positive relationships with their peers and were happy to share resources and take turns. For example, two children worked together to complete a giant floor puzzle. They instructed each other on where the pieces should go and took turns to place their puzzle pieces down. A group of older children enjoyed playing a game of top trumps together in the after school club. They shared out the cards and took turns appropriately, interacting positively together. Children were beginning to develop an understanding of each other's emotions. For example, one child came over to us and

gestured 'Shh' before pointing to their friend, who was settling down in the quiet area to sleep. They went over to give their friend a cuddle and placed a blanket over them before patting them on the back and whispering gently to them to help them settle.

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, a group of children had lots of fun playing with the building blocks. They happily played imaginatively, building vehicles for the people figures and rolling their vehicles around after each other. One had made an 'ambulance' and was making siren noises as they played. The group chatted together happily and discussed what they should do next. Two of the older children played together with the fine motor skills toys. They chatted together and instructed each other on what to do next and took turns to move the beads. They then asked for paper and pens from the box, which were quickly provided. They settled to draw together and enjoyed the activity.

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 and were also encouraged to wash their own hands and faces and wipe their own noses when needed. We also saw young children were supported and encouraged to use the toilet as independently as they could and babies and toddlers were able to practice self-feeding skills. Plenty of time and support were given for children to complete these tasks at their own pace.

## **2. Care and Development**

**Good**

### **Summary**

Staff implement the service's policies and procedures effectively in order to promote healthy lifestyles. They encourage 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**

Staff had received training on safeguarding children, and this was also included in the induction programme for new staff. All staff we spoke to were confident in how to report any safeguarding concerns they had about a child in their care to the responsible individuals. However, not all the staff we spoke with were familiar with where to find the correct contact details should they wish to make a referral themselves. We spoke with the responsible individuals about this, who stated they would provide extra training and guidance to staff to ensure they knew exactly where to find this information. An appropriate number of staff had received paediatric first aid training, meaning they were well equipped to deal with any accidents or emergencies. A record was kept of all accidents and incidents which had occurred, and parents were asked to sign these as evidence they had been informed and were happy with the steps taken by staff.

Staff provided children with healthy and nutritious meals and snacks, with water or milk to drink. Fresh water was available to all children throughout the day, promoting good hydration. Staff also encouraged children to wash their hands before snack and meal times. Appropriate procedures were followed regarding infection control. Liquid soap and paper towels were available for hand washing and appropriate procedures were followed during nappy changing to ensure the risk of cross contamination was minimised. Staff provided children with opportunities for outdoor play, enabling them to spend time in the fresh air and to take part in physical activity.

Staff had formed positive relationships with the children in their care. They spoke warmly with children and showed genuine warmth towards them. Staff throughout each of the different rooms used consistent methods, which promoted positive interactions effectively. They explained clearly to children what would happen next and what was expected of them. This helped to alleviate any frustrations which might have occurred when transitioning between activities. They played with children, modelling turn taking, sharing and using good manners in order to encourage children to use these skills in their play. Any argument or unwanted behaviour was dealt with promptly, with staff explaining to children what was expected of them and using distraction techniques to positively engage them in other activities.

Staff knew the children well and were able to respond to their individual needs effectively. We saw staff cuddling and reassuring children who were new to the service. They helped them to develop their confidence gradually and made them feel safe. For example, one child who had recently started and was unsure about sitting with the other children at lunch time was helped to settle with lots of praise, encouragement and reassurance from their key worker. Comprehensive records were kept detailing each child's specific needs and preferences and staff and leaders worked well with multiple external agencies. This ensured children who had additional needs received the support they required to thrive and flourish whilst taking part in activities alongside their peers.

Activities were varied with a good mixture of outdoor activities that encouraged exploration and curiosity and more focussed activities that developed fine motor, literacy and numeracy skills. Comprehensive daily diaries were in place for each child, noting important information about their time at the service and any developmental milestones reached. Leaders are currently in the process of introducing a new online application, which can be used to track children's progress. Leaders have begun to encourage staff to record observations and photographs on this app, along with records of when specific skills have been achieved. This will enable better mapping of children's progress and allow staff to plan each child's next steps of learning.

### 3. Environment

Good

#### Summary

Leaders ensure children are cared for in a safe environment. They make sure children have access to a range of toys and resources, which aid their development and learning. Resources are of good quality and all play areas are welcoming and interesting to children.

#### Our findings

The doors to the premises were kept locked and we were asked to show our identification on arrival. 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. However, leaders stated they had not reviewed all risk assessments annually. Cleaning products were stored securely out of children's reach and staff were mindful to ensure children were not in the vicinity when they cleaned tables and other areas with anti bacterial sprays. Information was gathered in each unit from the completed accident forms and an audit was conducted of these to monitor if any measures could be put into place to minimise or eliminate any hazards to children's safety.

The play rooms were bright, colourful and welcoming. The play rooms used by older children were 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 rooms used by younger children and babies had soft mats and interactive low level wall displays for the babies and toddlers to explore. There were also calm and quieter areas in each of the four main play rooms, which were closed off for children to sleep or rest peacefully. The walls in all play rooms were colourful with educational posters and pictures and samples of the children's work 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. Good quality, clean high chairs, buggies and cots were available for younger children and babies. All children had access to secure outdoor areas where they could spend time in the fresh air.

Leaders provided children with toys which were in good condition and suited the children's ages and stages of development. We found resources were clean and in good repair. 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 which were rotated and replenished regularly. A wide range of multicultural

and Welsh resources were available, including dolls, books and posters, promoting cultural awareness. However, the opportunities for children to explore natural and recycled materials were more limited. Children had their own individual baskets in which their spare clothes, nappies, wipes and bedding were kept to ensure the risk of cross contamination was effectively managed.

## **4. Leadership and Management**

**Good**

### **Summary**

Leaders ensure staff are aware of their responsibilities and communicate their vision for the service well. They recognise strengths and areas for improvement and are committed to providing a good quality service, which continually improves. Good partnerships have been formed with partners in order to improve outcomes for children and ensure their needs are met effectively.

### **Our findings**

Leaders ensured staff were aware of their responsibilities and shared their vision for the service with them effectively. Policies and procedures were in place and these were implemented by staff in their daily practice. For example, staff followed methods outlined in the service's behaviour management policy effectively throughout the day. Leaders reviewed and amended these policies regularly to ensure they were up to date with current guidance and best practice. We read the service's statement of purpose, which was comprehensive and contained plenty of information to enable parents to 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 were reflective in their practice and ensured they promoted an ethos of continuous improvement. Regular staff meetings were conducted in each unit to discuss areas for improvement, enabling staff to feed into improvement plans and help in setting targets for themselves. These tasks were allocated between the staff to ensure they were carried out in a timely manner. This was a continuous process, which was updated and reviewed regularly throughout the year. Leaders had also conducted an annual quality of care review gathering feedback from children and parents and had written a report outlining their findings; they listed improvements already made during the year and highlighted areas for development. Any complaints received were dealt with promptly and in line with the service's policy, with effective actions taken to deal with any issues which arose and ensuring the service was continually developing and improving.

Leaders ensured staff were deployed effectively during the sessions, making sure children were given the support they needed and general tasks were completed. New staff completed an induction programme and robust recruitment checks had taken place, ensuring staff were suitable to work at the service. Staff we spoke to stated they had opportunities for training to develop their skills and were able to request specific training during supervision or appraisal sessions. They stated leaders were approachable, supportive 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 ensured staff understood their responsibilities and the high expectations of the service. This was reinforced with awards for 'Staff member of the month'.

Leaders shared 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 comprehensive written account of their child's daily activities. The daily diaries were specific to each age group and contained areas for noting children's specific activities, time spent in the fresh air, and gave a detailed account of the children's time at the service. A closed social media page had been set up so staff could share pictures of the children taking part in different activities with parents. Monthly newsletters were also sent out via e-mail to all parents, informing them of staff development, important information, events and any other news. Leaders shared information regularly and worked closely with partners from the local authority referral scheme, including health visitors, social workers and speech and language therapists. This ensured the service worked with multiple agencies so that children and their families received the support they needed.

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

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

None

### **5.2 Recommendations for improvement**

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

- Ensuring staff were aware of where to find the correct contact details should they wish to make a safeguarding referral to social services themselves;
- providing a greater variety of opportunities for children to explore natural and recycled materials; and
- ensuring all risk assessments are reviewed regularly and that the date on which this is done is recorded.

## **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 8 April 2019 between 8:50 a.m. and

18:30 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 and responsible individuals;
- looked at the areas used by children and resources on the day of our inspection, and
- gave detailed feedback to the responsible individuals 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<br>Full Day Care   |
| Responsible Individuals  | Bethan Griffiths<br>Menna Jones   |
| Person in charge   | Bethan Griffiths<br>Menna Jones   |
| Registered maximum number of places  | 116   |
| Age range of children  | 3 months to 12 years  |
| Opening hours  | 7:30 am – 18:00 pm Monday to Friday   |
| Operating Language of the service  | Welsh   |
| Date of previous Care Inspectorate Wales inspection                            | 16 November 2016  |
| Dates of this inspection visit(s)  | 08 April 2019   |
| 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?                     | 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:  |   |

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