



Childcare Inspection Report on

Babinogion Menai Cyf

**Old County Primary School
Pentraeth Road
Menai Bridge
LL59 5HS**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

11/03/2020

Welsh Government © Crown copyright 2020.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

Ratings	What the ratings mean
Excellent	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
Good	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.
Adequate	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.
Poor	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 Babinogion Menai Cyf is registered to provide care for a maximum of 59 children in premises located on the outskirts of the town of Menai Bridge, Anglesey. Gwenan Williams is the responsible individual and person in charge of the day to day manager and is supported by a deputy manager. The service opens Monday to Friday, 07.30 – 18.00 hours. Although most staff speak Welsh and all information is available in Welsh, the service does not at this time fully offer the Welsh language 'Active Offer'.

Summary

Theme	Rating
Well-being	Adequate
Care and Development	Adequate
Environment	Adequate
Leadership and Management	Adequate

1. Overall assessment

Children are listened to and what they have to say is respected. They feel safe and are at ease being comforted by staff. They interact well and enjoy their play and learning. Children are beginning to do things for themselves and generally have opportunities to develop different skills. Staff understand their role in keeping children safe and healthy. They promote positive interactions and provide children with nurturing care. Staff plan different activities suiting the children's ages and stages of development and know the children well. Leaders understand their responsibilities in ensuring the environment is safe and suits the ages of children attending. The building and areas used by children are clean and welcoming with a suitable selection of well-maintained resources. Leaders have a clear vision for the service but need to make sure children are safeguarded at all times. They make improvements for the children's benefit and have positive partnerships with parents and the wider community.

2. Improvements

- Staff have attended training and courses, including child protection and first aid;
- new resources, equipment for both inside and outside have been purchased;
- some policies and procedures needing to be revised have been, including the child protection policy, social media and confidentiality policies, and
- the responsible individual has successfully met her legal requirements in relation to their arrangements for the protection of children.

3. Requirements and recommendations

During this inspection, we found leaders were not meeting legal requirements in relation to their arrangements for the protection of children (regulation 22). A non compliance notice has not been issued as the responsible individual has since taken action and is now compliant.

One recommendation was made in relation to providing children with more sensory resources outdoors to extend their play and learning experiences.

1. Well-being

Adequate

Summary

Children are listened to and what they have to say is respected. They feel safe and are at ease being comforted by staff. They interact well and enjoy their play and learning. Children are beginning to do things for themselves and generally have opportunities to develop different skills.

Our findings

Children of all ages decided which activities and toys they wanted to play with and accessed these easily as they were within reach. For example, in the baby room some children chose to sit and play together whilst others who had learned to walk, made full use of the room and explored several activities of interest to them. Older children told us they liked playing games and those who were yet to learn to talk were understood through their babbling and gestures. For example, when younger children showed signs of tiredness, they were comforted.

Children who had only just started at the nursery were totally at ease and happily played alongside their friends and staff. They confidently approached us smiling and chuckled with a game of peek-a-boo. Children felt valued as they shared conversations with staff who joined in with their discussions and they chatted amongst themselves whilst waiting for their tea. Children were beginning to learn how to interact positively; for example, they said please and thank you and helped tidy up when asked.

Children enjoyed their play and learning and spent time focusing on their chosen activity. For example, they liked jigsaws and smiled when praised for fitting them properly. Some children were keen to experiment with the musical activity outdoors and made up different tunes. Indoors, different figures were built out of the magnetic shapes. For example, children proudly showed us a bus they had made whilst others were keen to count how many square magnet shapes they had fitted together to make a pair of binoculars. Children had opportunities to develop their language, communication and physical skills through regular sessions of yoga and music and signing classes.

Children were learning how to look after themselves and stay healthy. For example, they washed their hands after using the toilet and had their own bottles of water to drink to keep them hydrated. Children were excited to go and play outdoors; some tested their physical skills on the climbing apparatus whilst others sat and chatted at the picnic table. However, more materials outdoors for children to experiment with and be imaginative could extend their play and learning experiences.

2. Care and Development

Adequate

Summary

Staff understand their role in keeping children safe and healthy. They promote positive interactions and provide children with nurturing care. Staff plan different activities suiting the children's ages and stages of development and know the children well.

Our findings

Staff knew what to do to keep children safe. For example, basic first aid could be administered as most staff held paediatric first aid qualifications. During our visit, staff told us the correct procedures to follow should they have concerns about a child and accidents and incidents were recorded appropriately. Fire drills were practiced regularly and daily attendance records were accurately recorded so everyone could be accounted for in an emergency. Staff provided healthy food and drinks for children in line with current nutrition guidance and followed safe hygiene practices to manage and where possible eliminate potential infection. All staff had completed training on allergies to make sure they had the most up to date knowledge on the subject and could apply their learned knowledge into practice.

Staff had formed natural and warm relationships with children and spoke to them with kindness and respect. They sat alongside children as they played and used plenty of praise when children did something well. Staff were good role models and spoke to children at their level and in a language they understood.

Although staff explained they had allocated times to plan activities for children, they felt they could not always focus on the task in hand and consequently activity planning was not always up to date. However, activities in all playrooms were varied and suited the children's ages and stages of development. Staff were beginning to use the new children's development records which evidenced they used their observations to plan for children's future play and learning. Through information given to staff by parents before their child started, staff provided children with the care they needed. For example, notes in the 'All about me booklet' completed by parents, gave staff valuable information about the child's daily routine and what they particularly liked. Staff explained how they worked in partnership with parents to ensure a consistent approach when managing children's behaviour and how this was improving outcomes for children.

3. Environment

Adequate

Summary

Leaders understand their responsibilities in ensuring the environment is safe and suits the ages of children attending. The building and areas used by children are clean and welcoming with a suitable selection of well-maintained resources.

Our findings

The nursery was secure and safe. Risk assessments were completed and visitors were asked to sign in to ensure there was no unauthorised access. The environment was clean, light, bright and welcoming. Resources were set out for children to access on their own and offered children varied play and learning indoors and outside. Leaders provided children with an environment, which promoted their independence and considered from a child's perspective. For example, toilet and hand washing facilities were age appropriate and located close to their playrooms. There was plenty of space for children to enjoy their activities and they felt a sense of belonging as their colourful craft work was displayed on the playroom walls.

Leaders ensured children had access to suitable and varied resources promoting their development. Furniture was appropriately sized for children to sit together and participate in table top activities or during meal times. Although children had experimented with some different materials in their craft work, more choice of materials, including recycled and household items, could further extend children's learning outdoors. Playrooms afforded children with plenty of space to move around and be active. Toys for babies such as pushalong toys, helped them develop their walking skills and comfortable areas in each playroom afforded children with places to relax.

Thought had been given to making sure facilities, such as the babies sleep room and milk preparation area were located close to their playroom. This meant staff could monitor children whilst they were asleep and quickly prepare milk feeds when children were hungry. Equipment such as highchairs and buggies were sufficient in number, clean and in good repair.

4. Leadership and Management

Adequate

Summary

Leaders have a clear vision for the service but need to make sure they follow their arrangements for protecting children in a timely manner. They make improvements for the children's benefit and have positive partnerships with parents and the wider community.

Our findings

Leaders mainly worked with due care and attention in order to meet minimum standards and regulations. The statement of purpose reflected the service provided meaning parents had the required information to make an informed choice as to whether the service met their and their child's needs. Nearly all staff spoke Welsh and all information was available to parents in Welsh, meaning the service was well on its way to providing the Welsh language 'Active Offer'.

Leaders' arrangements for safeguarding children did not always meet requirements and were a cause for concern. However, this matter was successfully addressed at the time of our visit. Additional procedures were also put in place to remind staff about their roles and responsibilities in keeping children safe. For example, more regular supervision meetings with staff would be arranged so both parties could discuss issues they wished to raise.

Leaders undertook annual reviews of the nursery's quality of care with responses from children and their parents being positive about the service provided. Leaders improved outcomes for those using and working at the service by addressing any issues raised. For example, parents had requested 'more outdoor play equipment please'. Leaders had since been successful in obtaining a grant and had purchased and fitted outdoor play equipment. Leaders had also addressed queries from staff. For example, they had offered alternative options if staff could not attend staff meetings, including making sure all staff received a copy of the staff meeting minutes. Leaders therefore actively made changes to improve outcomes at the nursery.

Leaders held the required suitability checks and information on staff files. They had established positive systems to monitor and support staff; annual appraisals were conducted, staff received induction training when they started and they were asked to read, understand and sign any new or updated policies. Most staff spoken to told us they felt supported and enjoyed working at the nursery. Leaders told us they would remind the staff team that some of them were allocated time to plan activities for children and should not be disturbed. Leaders also told us additional staff were employed to assist as and when required, in order to support the whole staff team at busier times.

Staff provided parents with both verbal and written information about their child's time at the nursery on a daily basis. The parents we spoke to told us they had good relationships with staff and they were happy with the care their child received. Through posting information on the nursery's social media page, leaders kept parents up to date with news, information and events. Leaders ensure children have opportunities for trips away from the nursery so children feel part of a wider community. Inviting children and their families to events such as a Christmas party, promote positive relationships between both the nursery and parents.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

Leaders could consider;

Providing children with more materials outdoors for children to experiment with and be imaginative could extend their play and learning experiences.

6. How we undertook this inspection

This full inspection was undertaken early following receipt of a concern about the service. One inspector undertook an unannounced visit on 11 March 2020, from 11.00 to 19.15 hours.

We;

- Considered the service's previous report and the online information submitted to us online in January 2020;
- inspected documentation which included the child protection policy, statement of purpose, confidentiality and social media policies.
- inspected two of the children's files and staff files for new staff members;
- inspected the areas used by children and the resources on the day of our inspection;
- observed children and the care they received;
- spoke to children and staff, and
- provided feedback of our findings to the responsible individual.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Gwenan Williams
Person in charge	Gwenan Williams
Registered maximum number of places	59
Age range of children	Birth to 12 years
Opening hours	Monday – Friday 07.30 – 18.00 hours
Operating Language of the service	Welsh and English
Date of previous Care Inspectorate Wales inspection	27 March 2018
Dates of this inspection visit(s)	11 March 2020
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 is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service.
Additional Information:	

Date Published 05/08/2020