



# Childcare Inspection Report on

**Meithrinfa Pitian Patian Llanwnda**

**Ty Hen  
Llanwnda  
Caernarfon  
LL54 5SD**

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

**This report is also available in Welsh**



**Date Inspection Completed**

09/10/2019

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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 Pitian Patian Llanwnda is situated in the village of Llanwnda, on the outskirts of Caernarfon, Gwynedd. The service operates from self-contained premises with four separate play rooms, kitchen, sleep room and an enclosed outdoor play area. The service is registered to care for a maximum of 52 children and offers care to children up to 4 years old. The hours of opening are from 7:30 a.m.- 6:00 p.m. Monday to Friday. The responsible individuals are Judith Owen and John Rhys Owen and the persons in charge are Alaw Evans and Eirianwen Williams. The main language of the service is Welsh and the Welsh language Active Offer' is implemented.

## Summary

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

### 1. Overall assessment

Children are happy, settled and are beginning to form friendships. They are able to take part in activities they enjoy and are able to concentrate for an appropriate amount of time for their age. Staff are aware of their responsibilities and know the children well. However, there are not always enough staff in the nursery during school run periods to support younger children to interact and engage positively in activities. Leaders ensure the environment is safe and secure and that any potential hazards are monitored and managed effectively. Leaders ensure positive relationships exist with parents and that information is shared effectively. However, they need to ensure the required information is included on staff files in order to evidence their suitability to work at the service.

### 2. Improvements

Since the previous inspection, leaders have ensured an annual review of the quality of care takes place. They have also ensured all staff received regular supervision meetings as well as annual appraisals and records of these meetings are kept in staff files. The person in charge also informed us that leaders have employed a person to complete all maintenance tasks throughout the nursery in order to ensure these tasks are completed in a timely manner.

Since the inspection visit, the person in charge has provided evidence that the staff files now contain all the required information and has also included the correct timescales on the complaints policy.

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

We have advised leaders that improvements are needed in relation to the number of persons looking after children (regulation 27) in order to fully meet legal requirements. We have not issued a non-compliance notice on this occasion, as there was no significant impact or risk to children. However, we expect leaders to address these matters.

We have also made recommendations regarding hand washing procedures, regularly reviewing policies and the information contained in the complaints policy.

# 1. Well-being

Good

## Summary

Children are happy, settled and have formed positive bonds with the staff who care for them. They are confident to express their views and opinions and their preferences are respected. Children are beginning to make friends and interact positively with one another. They are learning to make decisions and complete tasks independently and enjoy the activities on offer.

## Our findings

Children were confident communicators and were able to make choices and decisions for themselves. For example, older children asked for the animal figures after they had finished their snack and they were supported to fetch these without question. The babies moved around these toys freely and chose between the selection of toys that were placed on the floor for them. Throughout the nursery children freely explored the activities of their choice and moved around different areas of play as they wished. 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. During lunch time children were confident to express their food preferences to staff, with alternatives provided if they did not like the food they had been given.

Children were happy, relaxed and had formed bonds of affection with staff. For example, babies and children approached staff confidently for cuddles and reassurance when they were tired. Throughout the day children followed routines that were familiar to them, providing them with a sense of security. Children 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 smiled and showed pride when they were asked to place their photographs on the '*Da iawn fi*' (Well done me) wall display in celebration for how well they had taken part in the afternoon's activities.

Children had formed positive relationships with their peers and were happy to share resources and take turns. For example, a group of children happily shared the sponges and brushes when giving the dolls a bath. Another child asked if they could have a turn as there were no more dolls and one of the children happily let their friend play alongside them with a gentle prompt from a staff member. Two children chatted to each other and instructed each other about what they were doing while completing a letter forming activity on the tablet computer. They waited appropriately for their turn to complete the activity and watched intently as their friend took their turn.

Children were able to take part in activities they enjoyed and concentrated for an appropriate amount of time for their age. For example, babies enjoyed chasing after bubbles, giving lots of cheers and happy chatter as they popped the bubbles staff had blown. They watched intently as staff blew lots of bubbles and were eager to try this

themselves. Older children enjoyed participating in more structured, adult-led activities, such as craft activities and fine motor skills games. They focused well and completed these tasks carefully.

Children were encouraged and supported to do things for themselves. Older children completed self-care tasks independently, with support provided if needed. Babies were able to practice self-feeding during lunch time and were given plenty of time and space to do so independently. Children were all happy to help tidy up at the end of activities.

## **2. Care and Development**

**Good**

### **Summary**

Staff understand their duties in protecting children, promote the importance of physical activity and provide plenty of opportunities for outdoor play. They have formed positive relationships with children and ensure their basic needs are met. They manage children's interactions appropriately by modelling positive behaviour and giving praise.

### **Our findings**

Staff were aware of their duties to protect children and those we spoke with were able to describe the correct procedures to follow should they have any concerns about a child. Records showed staff ensured children practiced how to exit the premises quickly and safely by means of regular fire drills. An appropriate number of staff had current paediatric first aid certificates and accidents or incidents were recorded appropriately and were signed by parents. Staff encouraged healthy lifestyles by providing plenty of opportunities for physical activity and for children to spend time outdoors in the fresh air. Overall, good hygiene was promoted, with staff encouraging and supporting older children to wash their hands and giving all children individual washcloths to wash their faces after lunch. However, some of the younger children were not encouraged to wash their hands before lunchtime when they would have been able to do so.

Staff spoke to children with warmth and affection. They encouraged positive interactions using distraction techniques as needed and gently explained to children when their behaviour was not appropriate. For example, staff spoke quietly and kindly with the babies, sang songs to them and directed their attention to activities when they detected them becoming bored. Plenty of praise was given throughout the day for positive behaviour, completing activities and trying new things

Staff knew the children well and were able to respond to their individual needs appropriately. Staff were on hand to offer support to children during lunchtime when they needed it. This was done in a relaxed manner that the children were comfortable with. Parents we spoke with were very complimentary about the staff, stating they worked well with them in helping children reach particular milestones and that their children enjoyed attending the service. Activities were varied with a good mixture of outdoor, free play and more focused activities that developed fine motor, literacy and numeracy skills. Staff asked questions about the activities to enable children to develop their language skills and introduced them to new vocabulary. Staff tracked and recorded children's progress and development regularly. Daily diaries were completed for the younger children, providing a detailed account of their day. Comprehensive progress records were also completed for each child, with a mixture of observation notes, samples of children's work and photographs of them taking part in activities. These were shared with the parents at the end of each



year. Staff also showed us how they were working on more detailed profiles, which they could further use to track children's progress.

### **3. Environment**

**Good**

#### **Summary**

Leaders ensure children are cared for in a safe environment where effective measures have been put into place so risks are managed well. Resources are of good quality and indoor areas are welcoming and interesting to children. Leaders ensure plenty of variety and choices are on offer to provide children with opportunities to explore natural and sensory resources and activities.

#### **Our findings**

Leaders prioritise the safety of children, ensure staff are aware of their responsibilities and follow procedures accordingly. The doors to the premises were kept locked to prevent unauthorised access and we were asked to show our identification and sign the visitor's book on arrival. Leaders maintained accurate records of children's and staff attendance, including times of arrival and departure, and parents were asked to sign their children in and out of the service. This ensured everyone could be accounted for in the event of an emergency. Leaders had identified potential hazards and these were included in comprehensive written assessments showing how risk was managed and where possible eliminated. These were reviewed regularly.

All areas used by children were well maintained and decorated, providing a welcoming and appealing environment. All playrooms were light, bright, and colourful with a range of equipment available to meet children's needs. Older children's playrooms were arranged into clearly defined areas of learning. The playrooms used by babies provided plenty of space for them to explore with soft mats, soft play equipment and interactive low level wall displays so babies could crawl around and explore the environment safely and comfortably. A separate, quieter area provided an appropriate space for children to sleep. Samples of children's artwork were displayed on the walls, which were labelled with their photographs to enable younger children to recognise and feel proud of their own work. Toys and resources were all well organised and stored at a low level to enable children to access these independently. However, not all boxes were appropriately labelled which would assist younger children to recognise what was stored in each box. The outdoor areas offered plenty of opportunities for exploration and play to develop children's imagination, including a mud kitchen, climbing frame with slide and planting area.

Furniture and resources were all suitable for children's needs. 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. Suitable high chairs, buggies and cots were available for younger children and babies. All toys and resources were in good condition and were suited to the children's ages and stages of development. Toys and resources were clean and in a good state of repair in all indoor and outdoor areas. Multicultural and Welsh resources were also available to enhance children's cultural awareness and enable them to

learn more about the world they live in.

## **4. Leadership and Management**

**Adequate**

### **Summary**

Leaders ensure staff are aware of their responsibilities. Appropriate procedures are in place to gather feedback and plan for improvements. Leaders acknowledge what needs to be addressed to satisfy themselves that staff are fully competent, qualified and suitable. Parents and leaders have formed good relationships and information is shared effectively.

### **Our findings**

Leaders ensured policies were in place and staff implemented them in their daily practice. However, the complaints policy needs amending to reference the correct timescales for dealing with a complaint and none of the policies had been reviewed since July 2018. We advised the person in charge that it would be good practice for policies to be reviewed annually. Since the inspection, we have received an updated complaints policy, which contained all the required information. The service's statement of purpose contained sufficient information about how the service operates.

Leaders use a variety of ways to receive feedback from parents. These include, verbally, by providing a suggestion box and by issuing questionnaires. Leaders are eager to use this information to improve the service. Children's views are also sought, and further information is gathered from children during daily observations. A suggestion box was also in place in the lobby. A report had been written in response to this feedback, which included improvements made to the service to date and those planned for the future.

Staff told us they had a good working relationship with the person in charge and responsible individuals, who were in regular contact, enabling them to easily discuss any issues. The person in charge told us they had regular opportunities to meet with the responsible individuals. Regular supervision meetings are held and records of these meetings were kept. However, leaders did not always ensure there were enough staff on the premises to adhere to the recommended staffing ratios. For example, before lunch in one of the play rooms there were insufficient staff to appropriately supervise and provide older children with activities, and to enable them to meet the needs of the babies. This was because a number of staff had left to pick up children from school. This resulted in many of the children becoming bored and distracted as they were sitting for a longer period of time than was appropriate for their age. We spoke with the person in charge about this, who told us this was because of staff absence of the day of our visit. However, leaders need to ensure appropriate arrangements are in place to cover staff absence and ensure that the appropriate staff ratios are maintained at all times.

There were files in place for each staff member, which did contain up to date disclosure and Barring Service (DBS) checks, however not all files contained all the required information to evidence their suitability. We mentioned this to the person in charge, explained what documents were missing and stressed the importance of obtaining all information before

staff start work. The person in charge has confirmed that the regulatory information has been obtained.

Positive partnerships had been formed with parents. Those we spoke with stated they had received plenty of information regarding the service prior to the child starting. They told us staff were approachable and that their children had settled well as they had formed positive bonds with staff. We heard staff effectively share detailed information regarding children's time at the service when their parents collected them and daily diaries were also shared for the younger children.

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

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

**Regulation 29 (3), (a):** the responsible individuals must ensure that all practitioners and leaders receive regular one: one supervision sessions and that these are recorded and placed within their individual files.

During this inspection we found leaders had conducted regular supervision sessions, records of which were kept in staff's individual files.

**The service was not compliant with Regulation 16:** The responsible individuals must make suitable arrangements to establish and maintain a system for monitoring, reviewing and improving the quality of care provided to children.

During this inspection we found that a review of the quality of care had taken place and a report outlining the findings was available for us to view.

### **5.2 Recommendations for improvement**

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

- to ensure that staff adhere to current best practice regarding infection control and ensuring all children who are able to wash their hands as appropriate;
- labelling boxes used to store toys in order to aid younger children's independence; and
- to review policies at least once annually.

## 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 9 October 2019 between 9:50 a.m. and 17:10 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, person in charge and 3 parents;
- looked at the areas used by children and resources on the day of our inspection, and
- gave detailed feedback to the person in charge 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	Children's Day Care Full Day Care
Responsible Individual	Judith Owen John Owen
Person in charge	Alaw Evans Eirianwen Williams
Registered maximum number of places	52
Age range of children	4 months to 4 years
Opening hours	7:30 a.m – 6:00 p.m. Monday to Friday.
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	2 May 2017
Dates of this inspection visit(s)	09 October 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?	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:	

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