



Childcare Inspection Report on

Meithrinfa`r Enfys

**Yr Hen Ysgol
Cross Inn
Llanon
SY23 5NE**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

10/03/2020

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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'r Enfys was registered in July 2013 and provides a full day care service for a maximum of 33 children. The service operates from an old school based in the rural village of Cross Inn near Llanon. The nursery is open between the hours of 7:45am and 6pm, Monday to Friday. The language of the service is Welsh. The registered persons are Rhian Davies and Anwen Williams. The additional persons in charge are Elin Harries and Annwen Roberts.

Summary

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

1. Overall assessment

Children are happy, settled and feel comfortable and secure at this service. There is a pleasant homely atmosphere at the service. The children are active and curious learners and they engage in play-based activities. The service's policies and procedures promote the children's well-being and staff provide a nurturing and caring atmosphere. Children are cared for in a safe, clean and secure environment where play areas are welcoming. Leaders communicate their vision for the service well and actively support and challenge everyone to do their best; setting high expectations.

2. Improvements

Since the last inspection, the leaders at this service have implemented numerous improvements which include:

- A new 'keypad' has been installed at the door to improve security;
- a new scheme has been introduced to track child development.
- additional resources have been purchased for the outdoor environment including a mud kitchen and sand tub;
- the woodland area to the side of the service is beginning to be developed and currently includes willow structures, small animal hotel, mud kitchen, climbing opportunities and roaming trails
- a new risk assessment template has been introduced.

3. Requirements and recommendations

We have made some recommendations in relation to care and development and the environment. These are listed at the end of the report.

1. Well-being

Good

Summary

Children make effective choices and decisions and are listened to. Communication is valued and children are encouraged to speak and express themselves. Children are happy, settled, and have formed positive bonds of affection with staff. The children are beginning to understand their feelings and are becoming sensitive to others. They are active and curious learners and enjoy a variety of activities enabling them to become more independent.

Our findings

Children speak and express themselves well. We heard children thoroughly enjoying their outdoor play and socialising with their friends. We heard the children discussing the flat tyre on their car and the other proceeding to help repair it. Younger babies approached us and the staff babbling happily; sharing their toys and imitating the noises of the animals in their books. Children work well together. For example, we heard the children discussing colours of hoops and one child asking another if they could borrow a blue hoop before proceeding to arrange them in order of colours completely naturally. The children received a consistent response and interaction from staff. When discussing the hoops the children responded to the question "*What are you doing with the hoops?*" by answering, "*Selling them for 45.*" "*45 pounds or pence?*" "*Pence*". The children are confident communicators.

Children have good opportunities to make choices and decisions about what affects them. Throughout the inspection, the children chose their own toys independently. Children confidently asked for more food and received a positive response from staff. The children enjoyed singing songs, asking the staff for their favourite ones. We heard one child playing with the dollies and telling the staff "baby was cold". The children were then provided with clothes in order to dress the doll. Another child was calling "*toot, toot*" to the staff. They were immediately asked if they would like to play with the train track. Children's opinions and interests are valued and acted upon.

Children are active and express enthusiasm and enjoyment. They have a sense of belonging, forming relationships and are familiar with routines. The children were very keen to share with us what they had been learning about the theme of farming. For example, expressing how excited they were by the animals that had been to visit them in their nursery. The younger babies enjoyed washing their tractors in their water tray. One child took great interest in watching the water drip out of his sponge. Another group of children were keen to drive the tractors through the tuff tray, which had been filled with oats, lentils and cereals and making marks in the contents. The children played outside for a sustained period obviously enjoying themselves. A good example of this was the children jumping in and out of hoops and calling out to each other excitedly.

Children express empathy and are sensitive to the needs of others. Children are polite and generally use good manners without being prompted. The children were very aware of the rules, which affect others. The rules were visible on the walls of the playroom. The children responded well to reminders to share their toys, play nicely together and use inside voices and did not require a second reminder.

Children have good opportunities to develop their independence skills enabling them to do things for themselves successfully and to problem solve well. Children were encouraged to use independently their water bottle and face cloth whenever it was needed. These were stored in each individual child's own tray, which was easily accessible to the children. Older children used the toilet facilities independently, although staff were on hand when needed. The children washed their hands in the lowered sinks using plenty of soap. Children used their knives and forks to eat their lunch. Children are familiar with their routine. For example putting on their shoes and coats after lunch ready for going out to play.

Children have many opportunities to initiate their own play and to influence their tasks and activities because there is a good balance of child and adult-led activities.

2. Care and Development

Good

Summary

The service's policies and procedures for safeguarding and promoting children's well-being are implemented effectively. Staff provide a nurturing and caring atmosphere and know, understand and meet the individual needs and abilities of the children. Staff work in line with the service's behaviour management policy and are consistent in their approach. Staff consistently review children's progress and consult with parents regularly.

Our findings

Staff understand and implement policies to promote healthy lifestyles, physical activities, personal safety and well-being. For example, ensuring children wash and dry their hands using warm soapy water and paper towels. Staff used suitable gloves when preparing and handling the children's food. They gave reminders to children to cover their mouths when coughing or sneezing. Staff implement robust cleaning and good hygiene practices. When completing nappy changes staff follow the nappy changing policy successfully, minimising the risk of cross infection. Safeguarding is prioritised and all staff have a very good understanding of their responsibilities to protect children.

All the staff understand the behaviour policy and consistently implement behaviour management strategies. Staff intervened appropriately and calmly when there was conflict between children. They encouraged the children to share resources and to apologise when unkind hands or words were used. The staff were warm and friendly towards the children. During lunchtime, the staff sat around the table with the children and encouraged positive interaction. Staff are consistent in their approach to managing challenging behaviour.

Staff consider children's individual wants and needs sensitively and know the children well. During lunchtime, the staff were fully aware of children with allergies. The service is implementing many initiatives including a tooth-brushing programme and a healthy pre-school initiative. Healthy eating is promoted and the children have a variety of nutritious meals prepared at the nursery.

Nearly all the staff are aware of children's individual development. Staff grouped the children by age in order to provide age appropriate tasks that were differentiated accordingly. They are currently planning the way forward for sharing the next steps and how to regularly review progress, keeping parents well informed. Staff ensure children have been involved in the planning of activities at the service using mind maps. We saw the staff taking photographs of the children during their activities. These photographs were placed in a scrapbook for each child, which was then presented to them as they left the nursery. The staff use an electronic system for gathering and sending home daily information to the parents.

3. Environment

Good

Summary

Leaders ensure that children are cared for in a safe, clean and secure environment. The premises and outside play areas are secure, welcoming and friendly. There is sufficient space and facilities to meet the needs of the children. The layout and design of the environment promotes children's independence.

Our findings

Leaders ensure that the environment is safe, secure and well maintained, indoors and outdoors. When we arrived, the premises was securely closed and we had to ring a bell to gain entry. Access to the service is via an electronic system, which is operated by staff. The premises is warm and inviting and is suitably decorated with the children's work visible throughout.

Leaders ensure that the environment has sufficient indoor play space for children to move freely. They ensure the environment meets the children's needs and enables them to reach their full potential. The play area consists of two large main playrooms and other small rooms used for group work. The outdoor play space is used as often as possible. Staff at the service extend children's knowledge and development in the outdoors by offering a good range of resources, which stimulates their curiosity and interest. Children played on bikes, trikes, scooters, tractors and with various hoops. The leaders continue to develop the playing field adjoining the side of the nursery, into a small forest area for the children to explore.

Leaders provide good resources to promote children's curiosity about the wider society promoting equality, and learning about cultural awareness. We saw children playing with dollies that were multi ethnic. Leaders also explained to us that they have books available to the children that help to positively promote diversity in the children's homes.

The premises is welcoming, warm and accessible to all. The premises is well maintained with consistent and good heating and ventilation dependent on the temperature. Staff check and record the environment's temperature daily to ensure that the children are comfortable. The staff organise regular cleaning routines that reflect good hygiene practices. Their good infection control practices minimise any risk to children's health and safety.

Leaders have completed effective and accurate general and fire risk assessments, which are regularly reviewed and acted upon. The risk assessments included daily checklists and risk assessments for a variety of unusual activities such as when farm animals visited the nursery during the learning of the farming theme.

4. Leadership and Management

Good

Summary

Leaders effectively comply with all relevant day care and child minding regulations and meet the National Minimum Standards. Leaders promote safe practices and a culture of safety effectively. Risk assessment and policies are robust at this service. Leaders actively encourage, support and challenge everyone to do their best, setting high expectations. Leaders ensure there is an effective system of staff supervision and appraisal that leads to agreed targets. The service is clear about its role and responsibilities and has established trust and clear communication between partners.

Our findings

Leaders at this service have a definite vision for the service that they share with others. The statement of purpose is accurate and is a true reflection of what the service offers. During our visit, the leaders discussed with us their aim of working towards a quality assurance scheme with a national organisation. Staff at this service are happy at work. They felt well supported by leaders who set high expectations and actively encourage their teams.

Leaders ensure that staff are deployed well to ensure staffing ratios are met and children's needs are met. During our visit, we viewed children and staff registers, which clearly outlined that the service is ensuring more than sufficient staffing ratios. During our visit we also observed the leaders supporting their staff, helping with the children during busy periods such as lunchtime.

Leaders set achievable expectations to promote improvement and good outcomes for children. There was consistent practice throughout the service and staff worked well as a team. We heard staff explaining to each other their ideas and motives throughout the inspection, which enabled the staff to work cooperatively and successfully.

Leaders follow timely and robust recruitment processes to safeguard children. They have good systems in place to update suitability checks as required. Staff informed us that leaders had implemented a good induction procedure and that performance management processes are good and encouraged the staff to attend a range of training.

Leaders have complied a quality of care review and had taken into account parents, staff and children's views. Leaders told us that they have established excellent partnerships with parents and the community. Leaders have arranged visits from the local vet and emergency services. The children have been provided with opportunities to go on trips to the local farm park and swimming pool. The children have also had opportunities to learn basic first aid where an expert came to teach the children, supporting them to practise on their dollies. The leaders also have great partnerships with specialised outside agencies. During the inspection, the leaders were seeking advice to understand how the nursery can be adapted

to suit the needs of children with specific additional needs. This will include the development of a sensory area within the nursery. The post inspection questionnaires returned to us by parents praised the work of all staff and leaders at the nursery.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Continue to complete the healthy pre-school scheme award;
- continue to develop the woodland area on the playing field;
- continue to develop the sensory room.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. Two inspectors undertook one unannounced visit to the service on the 10th March 2020 for a total of five hours. Feedback in person was given on 11th March 2020 for a total of one hour. As part of the inspection we:

- observed the children and the care they received at Meithrinfa'r Enfys at different times in the morning using our "SOFI" tool to capture evidence of children's engagement and the care being provided by staff;
- spoke to leaders, staff and children;
- looked at sample of documentation which included staff and children's registers, staff files, risk assessments, accident logs;
- we received five questionnaires from parents and
- viewed the premises indoors and outdoors.

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
Registered Person	Rhian Davies Anwen Williams
Person in charge	Anwen Williams Rhian Davies Elin Harries Annwen Roberts
Registered maximum number of places	33
Age range of children	6 weeks – 4 years
Opening hours	Monday to Friday, 7.45am to 6pm
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	17 July 2017
Dates of this inspection visit(s)	10 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 provides the '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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