



Childcare Inspection Report on

Meithrinfa Ser Bach Cyf

**Llys Goferydd
Bryn Parc Cefni
Llangefni
LL77 7XA**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Meithrinfa Ser Bach is located on the site of Parc Bryn Cefni, Llangefni. The service can provide care for a maximum of 55 children from birth up to the age of eight and is open from 7:30am until 6:00pm, Monday to Friday. The registered person and person in charge is Cheryl Thomas with Stacey Clutton and Emma Taylor also appointed as Persons in Charge. The service is bilingual, but not all written documentation is readily available in the Welsh language and therefore the service does not fully offer the Welsh Government 'Active Offer' of the Welsh Language.

Summary of our findings

1. Overall assessment

Children attending Meithrinfa Ser Bach are extremely happy, settled and confident children. They benefit from a wealth of different experiences that promote their development and make their days fun and interesting. Staff are extremely enthusiastic and take great pride in caring for the children well. The environment is carefully planned from a child's perspective. Risk management is of a high standard and there is an ample amount of suitable resources available, which are kept under review to ignite children's interest in different and new experiences. Leadership of the service is forward thinking with committed and dedicated leaders.

2. Improvements

Since the last inspection leaders have:

- introduced an additional play room, offering children more space;
- the outdoor area has been developed with additional resources, offering the children more experiences;
- leaders and staff have devised a comprehensive tool for tracking and making observations on children's progress;
- supervision and annual appraisals for staff have been developed, they are extremely purposeful and meaningful ;
- staff are supported to progress and develop in their roles.

3. Requirements and recommendations

No requirements and recommendations were made as part of this inspection.

1. Well-being

Summary

Children are happy, settled and thrive in a caring and stimulating environment. They are developing relationships and benefit from the stimulating experiences offered.

Our findings

1.1 To what extent do children have a voice?

Children successfully express themselves and confidently make decisions.

Children were highly active; they chose from a wealth of interesting and fun activities and were well supported to direct their own play. For example, children thoroughly enjoyed their time in the sensory room and they moved confidently between the two adjoining rooms, they knew that all the space was available for them to use. Children knew that staff understood their individual needs. Children were fully supported to share with staff how they were feeling. For example, older children wrote on their daily information sheet what kind of day they had and the information was readily available to both staff and parents.

Children consistently participate well, they are motivated to express how they are feeling and contribute to what they want to do.

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

Children are familiar with the routine which gives them a sense of security.

Children were developing and forming friendships. For example, at lunch time all the children sat together and chatted happily. Children were confident their feelings and dislikes would be taken in to consideration and they approached staff for guidance and support. For example whilst playing outside they told staff when they were upset and they were afforded time and consideration enabling them to feel comfortable and relaxed again. Children seek out familiar people who they know will help them and build their confidence. Once parent commented my child is happy and this *'shows in how he interacts with the staff there'*. Children waking up from their naps were provided with water and encouraged to take their time to adjust, there were books available for them to look at, and they only returned to the main play rooms when ready to fully engage in what was going on around them

Children experience bonds of affection with staff who know them well. The comprehensive care enables children to flourish and grow.

1.3 How well do children interact?

Children are learning to manage their behaviour, co-operate, take turns and share.

Children interacted and communicated well with those around them, they were supported to deal with change and disappointment. For example, when a child took a toy from another child, both children were supported to understand this was not acceptable behaviour. The toy was happily returned and a suitable alternative found. The children were able to continue playing. Children are beginning to understand their emotions and emotions others, they showed affection and kindness towards each other. For example, they invited others to sit next to them at meal times and they then chatted to each other.

Children are becoming sensitive to the emotions of others, they show respect for property and those around them.

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

Children flourish and grow in confidence due to being able to freely explore the comfortable and interesting play areas available to them.

Children were highly motivated and engaged in their play, they develop positive attitudes to new experiences and maintained interest in tasks. Children were seen enjoying the varied activities outside, they painted the fence and enjoyed riding the pretend bus. Children enjoyed extended periods of child initiated uninterrupted play, for example, they moved around the play rooms freely choosing what they wanted to do, before they all later gathered for a story on the mat. Children concentrated and listened for an appropriate amount of time, they demonstrated they had been listening well and paying attention. For example, they answered questions and shared their views and used Makaton sign language to reflect their feelings. Parents could not speak highly enough of the experiences their children enjoy; *'my daughter has had the best care and has had the best opportunities to develop, thrive and become the confident little person that she is know, I can't thank ser bach enough'*

Children are curious learners, they influence the activities they concentrate for an appropriate amount of time.

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

Children are confident, independent and make good progress.

Children were thoroughly prepared for transition through the rooms; they were supported to progress and grow. For example, we saw children spending periods of time in other rooms to help them familiarise with their surroundings. Children benefit from a thorough settling in policy which is child led; children and parents visited the service as many times as required to ensure children were familiar and ready to spend time away from their parents. Children were able to accomplish things for themselves well; they had appropriate self help skills. For example, a considerable amount of thought and planning was implemented at meal times. Children were able to serve themselves at breakfast time; little scoops were available for them to help themselves to their chosen cereal. All meal times were a social and fun experience; snacking platters were available at snack time, with children again

choosing what they wanted to eat. Physical development is given top priority, children were seen spending time outdoors, where they danced and climbed. A parent commented *'my child has come along leaps and bounds with his development. He is incredibly well supported and cared for by all the staff'*

Children make positive progress through staff encouragement and as a result they are confident and happy children.

2. Care and Development

Summary

Staff are extremely dedicated to their roles. Responsibilities and duties are clearly defined and keeping children safe and healthy is given high priority. Activities are extremely well planned with consideration given to children's individuality ensuring they benefit from their time at Meithrinfa Ser Bach.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are exceptionally committed to ensuring they fully understand their roles and responsibilities.

Staff systematically implement positive practice to always keep children safe and healthy. Staff successfully promoted healthy life styles; they supported children to be physically active, both when inside and outside. They meticulously followed forward thinking procedures in relation to personal care which reduced the risk of spreading infection. Hands were washed, records of nappies changed and important information recorded. Staff confidently applied the principles of the Infection Control Audit Tool. They closely monitored sleeping children, there was always two members of staff in the sleep room and 10 minute observations were recorded. Safeguarding has a high priority and underpins all practice and all staff spoken to had a comprehensive understanding of their responsibilities. Staff consistently deliver excellent care to keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff are earnest, enthusiastic and consistent in their approach.

Staff were exceptionally committed to providing individual care, enabling children to learn and grow. Staff spoke to us about individual preferences and the individual stages of development the children were at. Staff conveyed a comprehensive understanding of child development and how this impacts on a child's behaviour. Staff recognised children reached developmental milestones at different stages and provided care accordingly. Staff consistently promoted good behaviour and made expectations of behaviour clear, they were consistent and extremely fair in their approach; listening to children's views and greatly valuing children's participation.

Staff succeed in making expectations of behaviour clear, their sensitivity and enthusiasm enables children to successfully relate to others and contribute to what is going on around them.

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

Staff provide an exceptionally nurturing and caring environment. They plan an excellent variety of play and learning experiences.

Staff have high expectations for children's learning and go over and above to ensure children benefit from creative and well thought out activities. All staff contributed to the planning within each room and all activities had a clear objective that would promote children's development, confidence and self-esteem as well as provide a sense of fun and enjoyment. Staff approached their work with professionalism and had an extensive knowledge of child development and an excellent tool had been developed to track and record observations on a child's progress. Staff consistently ensure that what the children can do is the starting point for their play. Allocated key workers meticulously planned for individual needs and the next steps in children's learning. Identified next steps were shared with all staff and parents, enabling all those caring for the children to fully support them to reach their full potential. Planning was flexible and took account of children's views with an effective balance between child selected and adult led activities. There is an earnest understanding and drive to support and meet the needs of children with additional needs and a team approach ensures children make good progress.

Staff have high expectations of children's learning; they are confident and relaxed ensuring daily routines provide stability and security and create a sense of fun and enjoyment.

3. Environment

Summary

Leaders ensure children are cared for in a stimulating and secure, child centred environment providing them with a positive ethos for play and learning. Diligent and systematic procedures are followed to ensure children are kept safe and resources are clean and of good quality.

Our findings

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

Leaders ensure everyone is well aware of their responsibilities in relation to the safety and welfare of children.

Leaders provide children with a safe, clean and secure environment and all staff took full responsibility for risk management. Risk assessments were detailed, comprehensive and regularly undertaken. Responsibilities were well communicated to those working at the service. Daily tasks were clearly displayed in each individual play room and staff confidently told us their responsibilities. Leaders ensure there is clear information available to everyone about how emergencies are dealt with. This information was visible for everyone to see in the main reception. The required resources to safely evacuate the building, such as pushchairs were easily accessible. Fire drills had been completed with a record of changes made when required. Leaders diligently ensure staff supervise the children well and fully understand the difference between acceptable and unacceptable risk, such as their use of climbing equipment.

Leaders are thorough in ensuring the premises are safe and secure and implements effective risk management procedures.

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

Leaders ensure the environment is well planned, considers the world from children's perspective and provides a rich environment for learning.

The environment is continually developed in order to provide children with rich opportunities for play and learning. All rooms were well decorated and appropriate for the ages of the children cared for in them. The space is used flexibly with all age groups making good use of all the space. For example, all children could access the indoor climbing equipment and soft play resources. The layout and design of the environment promotes children's independence. There were interesting activities available at every turn but leaders also provided children with comfortable spaces for relaxation and reflection.

The environment is inclusive and welcoming and leaders go over and above to ensure the suitability of the environment.

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

Leaders provide an outstanding range of good quality toys and equipment which provide children with a wealth of different and interesting activities.

Leaders provided equipment and resources that had been carefully planned to offer children a variety of different learning opportunities. Different textures were introduced and wherever possible leaders use natural and real life items. Leaders are forward thinking in their drive to ensure the resources available have been regularly reviewed and updated and they are always looking for new ways to develop and build on what is available. Leaders diligently want to ensure the play experiences available are of the best quality. The sensory room is well utilised as is the soft play and indoor climbing equipment, with the foundation phase fully implemented for the pre-school children. Leaders consistently ensure resources are accessible to all, staff told us they regularly rotated resources between all the rooms and when required they could request additional items and they were confident these would be provided. Staff were diligent and thorough in their cleaning of resources with a detailed record of when items have been cleaned.

Leaders ensure there is an excellent range of resources and equipment available which promotes children's curiosity and enhances their experiences and development. Resources are interesting and children enjoy using them.

4. Leadership and Management

Summary

Leaders are extraordinarily committed and enthusiastically plan and deliver a service where children flourish. Leaders highly value the contribution and dedication of the staff team whom confidently fulfil their roles with enthusiasm. Implementing continued improvements is top priority and leaders strive to ensure new ideas are imaginative and greatly benefit children and their families. Working in partnership with parents is the service's core objective and the leaders continually strive to involve parents in what is going on.

Our findings

4.1 How effective is leadership?

Leadership purposefully set high expectations and successfully develop a sense of purpose that promotes and sustains improvements.

Leaders are motivated to lead and deliver an excellent service, they have strong values and providing children with quality care is the basis of what they want to achieve. Leaders regularly go over and above to establish clear aims and policies focused on children's needs. For example, we saw how leaders regularly evaluate what the service is doing, and practice is adapted and changed to ensure children's needs are well met. Leaders have established an extremely positive ethos whereby all children and staff are highly valued. We saw how both staff and children were confident to contribute. Staff told us how they felt they made a positive contribution, their views are listened to and there is a strong ethos of a team approach. Leaders told us they felt *'super proud of everyone at ser bach'*

Leaders are meticulous in their leadership to motivate the staff to be a nurturing, caring environment where children are happy, eager to learn and confident.

4.2 How effective is self evaluation and planning for improvement?

Self evaluation and planning for future improvements is comprehensive and unquestionably given top priority.

Leaders implement effective and thorough processes to regularly evaluate what the service is doing, and how they can improve on what they are doing. The quality of care review is a continuous process and is comprehensive and extensive, with a detailed plan of what changes leaders want to implement. Since the last inspection leaders have developed their own versatile system for tracking children's development and have implemented positive changes to the environment. Leaders demonstrated commitment to reviewing and adapting the supervision and an annual appraisal system to enable staff to gain from the experience. Leaders show initiative and try various ways of gathering the views of parents. A new blog has been introduced and we saw evidence of them regularly consulting with parents and ensuring their views were listened to.

Leaders consistently evaluate and review the service and implement robust strategies to ensure continued improvements in order to deliver excellent outcomes for children, families and staff.

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

Leaders provide staff with a consistently high level of support, they value the hard work of the staff and provide them with excellent resources to enable them to fulfil their role.

Leaders are visible and available. Leaders clearly conveyed what the service seeks to accomplish and supported staff to be forward thinking and highly valued the work they do. The registered person has appointed competent and experienced leaders in each room and all staff spoken to told us they thoroughly enjoyed their work and felt they had a positive impact on children's lives. Supervision takes places regularly and annual appraisals are meaningful. Leaders are eager for all elements of practice to impact on each other, with daily practice regularly reflected upon and supervision purposeful and planned to ensure that staff are supported to progress and develop in their roles. For example, leaders are currently exploring ways for them to further support senior staff to build on their leadership skills. Leaders invite staff to regularly feedback on how they view the service, and promoting their well-being is a core principle of the support they receive through supervision. A newly appointed member of staff commented; *'although I have only been at the nursery a couple of months, I already feel settled and happy in my role. All staff work well as a team any issues that arise are dealt with effectively.'* Another wrote that she felt *'all staff had a good relationship with each other and I'm thrilled to work here'*.

Leaders have appropriate high expectations of themselves and others, set realistic targets and promote and sustain a sense of one big team working together.

4.4 How effective are partnerships?

Leaders are committed and dedicated to working in partnership with families and the wider community.

The leaders' vision of the service is where the care provided to the children is an extension of what they would receive at home. Leaders eagerly strive to improve children's well being and keep parents; informed. Experiences are thoroughly well planned and leaders persistently try and include parents in what is going on. Parents receive the book 'Llyfrau dwylo prysur' a collection of the children's work and detailed information about their development and progress. For example, transitions are discussed with parents in detail, a consent form is sent home containing relevant information and parents are invited to further discuss with staff. One parent commented in a completed questionnaire that the *'service supported a longer transition period to ensure my child felt safe and secure. Very helpful staff'* In response to feedback from parents leaders have devised information booklets providing parents with details of partner agencies and useful information on how to access specific services. Newsletters were published regularly, but staff are now trialling the use of

a web blog. There is ample information available in the main reception. Parents can see who will be responsible for the care of their child on specific days and other valuable information, such as the process to be followed in an emergency. All parents greatly valued the service one parent wrote '*A very good childcare provider, highly recommend and very happy with the service*'. Leaders have promoted positive links with a local University. The close partnership has enabled staff to benefit from additional training which in turn has benefited the children and their parents. Interesting and fun events had been held and all spoken to told us they had enjoyed the experience.

Leaders promote working in partnership to improve children's learning and well-being. They establish trust and clear communication; keep parents well informed and highly value their contribution.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

No recommendations were made as part of this inspection.

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 24 October 2018 from 09:50am until 5:35pm.

We:

- inspected a sample of documentation and policies;
- spoke to the children and staff;
- read questionnaires from parents and
- looked at children's files and staff files;
- provided detailed feedback.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Cheryl Thomas
Person in charge	Cheryl Thomas Stacey Clutton Emma Taylor
Registered maximum number of places	55
Age range of children	3 months to 8 years old
Opening hours	7:30am – 6:00pm Monday to Friday
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	18 October 2016
Dates of this inspection visit(s)	24 October 2018
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?	The service does not fully offer the ‘active offer’ of the Welsh language, even though care is delivered bilingually, not all written documentation would be readily available in Welsh. Leaders and staff have shown a commitment to being a fully bilingual service in the future.
Additional Information:	