Childcare Inspection Report on
Meithrinfa Bach Hapus Nursery

Borthwen
Ffordd Penmynydd
Llanfairpwllgwyngyll
LL61 5JH

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg
This report is also available in Welsh

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Description of the service

Meithirinfa Bach Hapus is registered to care for a maximum of 34 children up to the age of 12 years. The service is located in the village of Llanfairpwllgwyngyll, Anglesey. It is open Monday to Friday between 0730 – 1800 hours and is closed on bank holidays and for a week over the Christmas period. The registered person and person in charge is Samantha Owen. The service operates through the medium of English with some incidental Welsh spoken. The service does not provide the Welsh Government ‘Active Offer’ of the Welsh language.

Summary of our findings

1. Overall assessment

This was a focused inspection looking at some aspects of care and development and leadership and management. Not all elements of the key areas will be reported on. These will be inspected in the next full inspection.

Children are happy, settled and enjoy their play and learning. Staff have a friendly and kind approach to care giving. The indoor environment is child-centred. The outdoor play area is spacious and well maintained, providing children with varied opportunities to develop their physical skills. Leaders manage the service appropriately but some areas require attention to meet requirements.

2. Improvements

Since the last inspection leaders have implemented the use of an electronic application to help improve daily communication with parents. They have begun to observe the development of children through tracking their individual progress and have been proactively organising visits to other childcare services to learn how they are using the foundation phase principles to help children learn. They are trying out some of these ideas at the service, which is a positive approach towards improving experiences for children.

Since this inspection leaders have presented evidence to us of improved recording of incidents, improved risk assessments, new templates created for injuries, staff supervision and cleaning routines. Leaders have also submitted an improved statement of purpose, which captures what is offered at the provision well.

3. Requirements and recommendations

We found that the service was non-compliant relating to the registered person not informing Care Inspectorate Wales (CIW) of some significant events, staff supervision, staff files and keeping records. We have brought these areas for improvement to the attention of leaders.
We have made recommendations for leaders to consider revising staff’s roles and procedures, policies, risk assessments, accident and incident records.
1. Well-being

Summary

Children are confident communicators and approach staff with ease. They are interacting positively and enjoying their learning through play. Children are developing their independence appropriately.

Our findings

1.1 To what extent do children have a voice?

Children are confident communicators.

Children were encouraged to speak up and express themselves. For example, children told us they enjoyed playing with the construction resources and eating the leek and potato soup for teatime snack. Another child spoke excitedly about playing outdoors and told us their favourite apparatus was the slide. Children at teatime requested more bread and this was given to them without question. Younger children communicated their needs well. For example, one child showed staff the instrument they wanted through pointing and babbling. They were given the recorder and smiled as they played it.

Children are provided with appropriate care supporting them to communicate well.

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

Children approach staff with ease.

Children were familiar with the routine of the service and this gave them a sense of security. For example, we heard children telling their friends when it was time for snack. Children approached staff for a cuddle when they wanted reassurance or when tired. We saw one child happily sitting on a staff member’s knee to have a story read to them. Another child who had trouble sleeping was held and cuddled by staff until they settled. This made the child feel safe.

Children feel happy and valued as they are provided with positive care.

1.3 How well do children interact?

Children are learning to share, take turns and cooperate.

During outdoor play children shared the various containers and utensils in the mud kitchen and helped one another to sit on the see saw. Children were learning to cooperate. For example, at the end of outdoor play children lined up by the fence and waited for staff to accompany them indoors. They were polite and practiced good manners.

Children interact positively because they are provided with suitable care.
1.4 To what extent do children enjoy their play and learning?

Children enjoy their learning through play.

Children enjoyed singing a variety of Welsh and English rhymes and were animated as they sang. We saw a child enjoying turning the hands of the toy clock and laughed when it made a ticking sound. Children practiced their fine motor skills as they used a selection of tweezers to pick up various small objects and placed them in a bowl. They were learning about size and height during outdoor play as they scooped the soil into various containers and were asked by staff which size slide they wanted to play on. Children were developing their imaginary play as they played on the wooden pirate ship and used sticks as fishing rods as they sat on the bow.

Children are learning through play as they are provided with appropriate activities.

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

Children are developing their independence appropriately.

Younger children were encouraged to feed themselves at lunchtime and they enjoyed this social occasion. Children were eager to volunteer to help during hand washing. For example, a child was excited about holding the soap pump and pressed the soap carefully onto the hands of their friends ready for washing. They were able to use the toilets with limited support and there was a step to aid their independence. Children were able to explore their play area freely and were able to make choices to follow their interests.

Children have suitable opportunities to develop their self-help skills.
2. Care and Development

Summary
This was a focused inspection therefore not all elements of the key areas will be reported on. These will be included in the next full inspection.

Staff promote healthy practices to keep children safe and healthy. They manage interactions well. Staff support children in their play and learning and respond to their needs in a timely manner.

Our findings

2.1 How well do practitioners keep children safe and healthy?
Staff promote healthy practices.
Staff encouraged children to wash their hands after using the toilet and before they had a snack. Staff were suitably qualified with appropriate childcare qualifications and eight out of nine staff had a current paediatric first aid certificate, which exceeded national minimum standards. They told us the correct procedure they would follow if they were concerned about a child in their care and were aware of who they would approach to discuss any safeguarding issues. Not all staff understood the key-worker system and required additional guidance to develop their understanding. Staff provided healthy meals and encouraged children to develop their physical skills outdoors in the fresh air. Drinking water was readily available throughout the day to ensure children were kept hydrated. Regular fire drills had been conducted and recorded to help both children and staff know what to do if they had to leave the premises in an emergency. Accident and incident forms had been completed but not all were signed by both parents and staff. Medication forms were signed and we saw the new administering medication policy implemented appropriately during the day.
Staff encourage healthy lifestyles positively.

2.2 How well do practitioners manage interactions?
Staff manage interactions well.
Staff encouraged children to be polite and use good manners. During activities we saw how they helped children to understand the importance of turn taking and sharing. They promoted good interactions through using positive language and rewarded children with praise, smiles and cuddles.
Staff use positive strategies to manage children’s interactions resulting in their acceptable and polite behaviour.
2.3 How well do practitioners promote children’s play, learning and development and meet their individual needs?

Staff support children in their play and learning and respond to their needs in a timely manner.

Staff had begun to explore the principles of the foundation phase curriculum and reflected this in some of their activity planning. They were tracking children’s progress by recording observations on their development. This helped them to identify areas where a child may need additional support. Staff responded to children’s individual needs in a timely manner, for example, they wiped children’s noses to make them feel more comfortable and gave them reassurance when needed. Further development of the Welsh language would help children to familiarise themselves and encourage them to speak and learn the language. Staff had organised various craft activities with children, which included making and painting cards for mother’s day.

Staff are organising activities to develop children’s learning through play appropriately.
3. Environment

Summary

This was a focused inspection therefore not all elements of the key areas will be reported on. These will be included in the next full inspection.

Leaders ensure the environment is secure and suitable for those using the service. Quality of resources and equipment was suitable and appropriate for the age and development of children being cared for.

Our findings

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

Leaders ensure the environment is secure.

Leaders had a system to manage access to the premises and a record of visitors was kept. We found the premises to be secure and suitable for purpose. Risk assessments were not specific for the areas used and had not been reviewed regularly. To keep the environment clean and ensure no objects fall out of staff pockets onto the play area, leaders have implemented a new policy for staff to remove all outerwear before entering the play rooms. Daily safety checks are recorded but these did not include checking that craft materials are put away safely after use and recording staff taking off their outerwear before entering the play areas. Leaders ensured staff cleaned the environment, toys and resources on a regular basis and have implemented a ‘deep cleaning rota’. However, not all their cleaning routines were recorded. Cot sheets and blankets were clean and these were changed for each child before use. Leaders ensured most staff understood their roles and responsibilities and they supervised children appropriately during activities.

Leaders ensure the environment is sufficiently safe and clean

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

Leaders ensure the environment is suitable for those using the service.

Leaders ensured children were cared for in a supportive environment. It was brightly decorated and child-centred with children’s artwork and educative displays. Leaders made sure children had space to place their personal belongings, which created a sense of belonging. Furniture was appropriate for the age, stage and development of children and the environment offered appropriate play opportunities. Toilets and hand washing facilities were accessible to children. Storage was at a low level and labelled, this meant children could easily access toys and resources. The outdoor environment is spacious, attractively designed and well maintained.

Leaders provide a suitable environment to meet the needs of children.
3.3 How well do leaders ensure the quality of resources and equipment?

Resources, toys and equipment are age appropriate.

Leaders had made sure children could move around their environment freely to choose the activities of interest to them. They had made sure children could access appropriate quality equipment and toys but there was an imbalance of plastic over natural based materials. The home corner was sparse and required more props such as re-cycled household materials and sustainable resources to make it an interesting and welcoming play space for children. Books were attractively displayed and there was a dedicated soft area for rest and relaxation. The outdoor play area offered children a wide variety of stimulating activities. For example, a pirate ship was available which provided children with stimulating opportunities for imaginary play as well as wheeled toys and slide apparatus. The mud kitchen was well resourced with a variety of utensils and containers. Some resources reflected our wider society and this helped children to learn about the world around them.

Leaders make sure children can make choices from a variety of appropriate quality toys and resources on offer.
4. Leadership and Management

Summary

This was a focused inspection therefore not all elements of the key areas will be reported on. These will be included in the next full inspection.

Leaders manage the service appropriately; however, some areas require improvement to meet requirements. They are working on ways to improve communication with parents and engaging with the local community to help improve outcomes for children.

Our findings

4.1 How effective is leadership?

Leaders manage the service appropriately.

Leaders had completed an operational plan but the statement of purpose did not outline the daily routines. We spoke to leaders and they told us this would be addressed and an amended version submitted to us. Leaders had not recorded complaints made to them by parents nor did they log conversations they had with parents about any raised issues. The person in charge told us she notified parents of accidents via telephone but these were also not recorded. Leaders had not informed Care Inspectorate Wales (CIW) of significant occurrences in relation to incidents and safeguarding referrals made. The deputy was unaware that matters such as these must be brought to the attention of CIW. We discussed these with leaders for them to ensure all staff are aware of procedures to take when such matters arise. The registered person acknowledged these matters required improvement.

Leaders manage the service suitably but some areas require improvement to meet requirements.

4.2 How effective is self evaluation and planning for improvement?

This key area will be reported on at the next full inspection.

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

Leaders manage staff suitably but some areas require improvement.

Leaders had ensured most staff understood their roles and were suitably qualified, but not all staff understood the key-worker system. They had also implemented a system for recording appraisal, but supervision was not well managed or recorded. We found that some regulatory information were either missing or non-descriptive in each of the three staff files inspected. Leaders had ensured the staff member’s Disclosure and Barring Service (DBS) checks / certificates were up to date. The registered person / person in charge also presented her own current certificate and is in the process of making arrangements to
present it to CIW. We inspected three children’s personal records and these contained the required information. Leaders ensured staff and children’s attendance was recorded on a daily basis but the person in charge had not included herself in this record. We did not issue non-compliance notices as these did not have an adverse impact on the welfare of children. We informed leaders that these matters must be addressed. Staff told us they enjoy working at the service because they feel supported by leaders and they work well as a team.

Leaders manage and support staff well but some areas require addressing to meet compliance.

4.4 How effective are partnerships?

Leaders are developing positive partnerships.

Leaders have implemented the use of an electronic application to keep parents updated on a day-to-day basis about the activities of their child. For example, meals children have eaten are included in the messenger but not when children do not want their meal or bottle. A record of this also needs to be kept to keep parents informed fully. Leaders have been proactive and organised visits to other childcare services to learn how they are using the foundation phase principles to help children learn. They are trying out some of these ideas at the service, which is a positive approach towards improving experiences for children.

Leaders at Meithrinfa Bach Hapus are trying to develop better communication tools with parents and building partnerships in the community to create better outcomes for children.
5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

None

Areas of non-compliance identified at this inspection

We informed leaders they were non-compliant with the following regulations. We did not issue non-compliance notices as we did not find evidence, on this occasion, that these had an adverse impact on the welfare of children. These matters must be addressed.

Regulation 28 of The Child Minding and Day Care (Wales) Regulations 2010 (“the 2010 Regulations”): Suitability of workers: the registered person was unable to evidence that all of the required information had been collated to ascertain staff suitability.

Regulation 29 of The Child Minding and Day Care (Wales) Regulations 2010 (“the 2010 Regulations”): Employment of staff: the registered person was unable to evidence that all staff received appropriate supervision.

Regulation 30, [Schedule 3] (6) of The Child Minding and Day Care (Wales) Regulations 2010 (“the 2010 Regulations”): Keeping Records: the registered person was unable to evidence a daily record of her own attendance for looking after children as person in charge.

Regulation 31 [Schedule 4] (10), of The Child Minding and Day Care (Wales) Regulations 2010 (“the 2010 Regulations”): Provision of information: the registered person was unable to evidence she had informed Care Inspectorate Wales (CIW) of significant events affecting the welfare of children.
5.2 Recommendations for improvement

Leaders should consider:

- Revising procedures to ensure all staff are aware of their roles and responsibilities;
- making sure risk assessments are specific for the areas used and these are reviewed regularly and the daily safety checklist includes all reference to new practices implemented and
- logging communication with parents regarding accidents, incidents and complaints and making sure it is clearly stated what action has been taken by leaders to address matters.
6. How we undertook this inspection

This was an unannounced focused inspection following a concern about some aspects of care and development and leadership and management.

Two inspectors visited the service on Thursday 29 March 2019 from 1040 – 1315 hours and 1420 – 1736 hours:

We,

- Inspected a sample of documentation and policies, three staff files and three children’s records;
- observed practice and completed observations using the Short Observational Framework for Inspection tool (SOFI2) to capture evidence of children’s engagement and the care being provided by staff;
- inspected the areas used, toys and resources;
- spoke to the registered person / person in charge, staff, children. We did not speak to parents but gave the registered person questionnaires to distribute to parents to return to us and
- provided feedback to the registered person and her deputy.

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     | Samantha Owen |
| Person in charge      | Samantha Owen |
| Registered maximum number of places | 34 |
| Age range of children | Under 12 years |
| Opening hours         | Monday to Friday between 07:30 – 18:00 hours and is closed on bank holidays and for a week over the Christmas period. |
| Operating Language of the service | Both |
| Date of previous Care Inspectorate Wales inspection | 17 May 2018 |
| Dates of this inspection visit(s) | 28 March 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?**  
The service does not provide an ‘Active offer of the Welsh language. We recommended the service provider consider Welsh Government’s ‘More than just words follow on strategic guidance for Welsh language in social care’.

**Additional Information:**