



Childcare Inspection Report on

Meithrinfa Ysgubor Fach Creche

**Pontcowin Farm
Bancyfelin
Bancyfelin
SA33 5NB**

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 Ysgubor Fach Creche offers full day care to a maximum of 36 children aged between six weeks and 12 years old. The nursery opens Monday to Friday between the hours of 7am and 6pm. They registered with CSSIW in January 2015. Care is provided bilingually. They operate from a purposefully converted barn in Bancyfelin, near Carmarthen. The registered person is Eleri Thomas and the person in charge is Jessica Mclavy.

Summary of our findings

1. Overall assessment

Meithrinfa Ysgubor Fach Creche provides a warm and nurturing environment for children where they are supported to grow, develop and have fun. Children are provided with a range of toys and resources that are easily accessible to them. Children have a voice and are able to make choices and decisions and are becoming independent. Children make good progress and are encouraged to develop holistically. Children's individual needs are met by an attentive and caring staff group. A number of staff are Welsh speaking and speak to children in Welsh. The Welsh language is promoted to some extent. Children's health and safety is promoted. Leaders have developed relatively good systems and procedures to ensure the smooth running of the service and to ensure that they are mostly compliant and meet the national minimum standards. The environment is well maintained and provides a safe and suitable place for the children to play and relax in.

2. Improvements

An updated statement of purpose in line with regulation was received during the inspection process along with an updated risk assessment and photographic evidence showing that recommendations regarding visual clues and displays had been implemented.

The leader informed us that they were in the process of further developing the outside area.

3. Requirements and recommendations

We notified the registered person that the nursery was not compliant with regulations relating to:

Regulation 24: Staff suitability checks: This was identified as a non-compliance during the inspection as the documentation available in staff files was not in line with regulation.

We recommend that:

- children's ideas are considered within themes;
- aprons/protective clothing are provided for water play;
- the leader ensures that all staff are confident in dealing with safeguarding issues;
- all staff wash hands prior to assisting children with food;
- staff wear clean disposable gloves to access and apply nappy cream;

- children's work and observations are dated to show progress/regression;
- the toilet area has appropriate supplies, for example toilet roll;
- actual time and number of staff and children present are recorded on fire drill records,
- the Welsh language is further promoted during activities;
- all medication records are signed by parents;
- Care Inspectorate Wales' contact number is updated on the Complaints Policy;
- the admission policy is updated to state care is provided for children up to 12 years old; and
- the quality of care review is further developed to include the views of staff, children and parents.

1. Well-being

Summary

Children feel safe, settled and happy at this service and they enjoy the opportunities available to them. They interact well with each other and with adults confidently. They are learning and developing well.

Our findings

1.1 To what extent do children have a voice?

Children are listened to and are able to make choices and decisions. They communicate with each other and with adults who care for them.

During a singing session in the morning, children were able to choose which song they wanted to sing, one child chose 'Old Macdonald.' During focussed tasks, children confidently stated which colour pencil they wanted to colour the picture and children stated which filling they wanted for their sandwich. Some children chose jam, whilst others chose grated cheese or ham. During the sandwich making activity one child stated confidently that he wanted a green plate and this was acknowledged. During outdoor play children freely chose and stated where they wanted to play, with some choosing the tuff spot with sand and diggers whilst others played in the water tray and the mud kitchen. During the afternoon, children were given the option of sitting and listening to a story with a staff member. One child stated, "*No, I don't want to,*" and this was acknowledged. The child continued to play with a toy aeroplane.

Children have a choice at Ysgubor Fach and their voices are valued.

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

Children are safe and well settled. They have warm relationships with their carers and know that their feelings, likes and dislikes are taken into account.

Children were happy, settled and relaxed during our visit. Children had their own drawers with their names at the nursery which encouraged a sense of belonging. We saw the children sitting happily during lunch time and chatting animatedly to each other. All children appeared to be happy and nearly all children were energetic and absorbed, for example, during a singing session using hand movements, most children participated and enjoyed singing and followed the movements given. They were also conversing with each other confidently and it was apparent that most children had developed relationships and had formed friendships. Children approached their carers for cuddles and reassurance. There were lots of smiles and giggles as children played and actively explored their environment showing they were happy and confident. The children were familiar with the routines of the day, such as washing hands and sitting down for food.

Children are well settled, happy and feel valued at this service.

1.3 How well do children interact?

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

Children were co-operative and well-behaved and almost all children interacted well with other children and staff members. Most children were comfortably engaged in a range of play activities and were enjoying each other's company. During the morning, we saw two children play with the wooden toy cake and we heard one child ask another, "*Where's the candle? Pass it here.*" During lunch time, we saw two children sat on the same table, smiling at one another and playing 'peek a boo.' During outdoor play, we saw children playing co-operatively in the mud kitchen, with one child instructing the other, "*Put some in there.*" Other children were enjoying as they took part in circle time together, naming coloured balloons and placing a teddy bear on the correct colour. Older children worked well together and tidied up with support. Children were very sociable and most children interacted well with us (CIW). Children approached us confidently, showing us their toys.

Children interact positively and behave very well.

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

Children engage in self-directed play and are interested in what they do.

Children freely explored the room and moved between the different activities that had been set up. We saw children choosing from free play activities available to them indoors, which included plastic vehicles and characters, playing with the soft toys and placing them to sit on the sofa, as well as playing with a wooden birthday cake. A small area in the main room had been made up as a quiet area with a children's sofa and cushions for children to sit or lie on. We saw children enjoy a sandwich making activity, chatting to staff and to each other about the fillings they liked. During outdoor play, children were excited as the pet lamb entered the outdoor play area. The children fed the lamb milk using a bottle and some children cuddled and stroked the lamb. During the afternoon, we saw the children enjoying a teddy bears picnic outdoors, eating the sandwiches they had prepared earlier. Children remained at activities for as little or as long as they wanted and followed their own interests. We saw one child leave the colouring activity and went to play with the building blocks.

Children enjoy their play very much.

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

Children engage in a variety of activities. They are motivated and confident and are able to follow their own interests.

Children's speech and language skills were developing and children spoke to us during the visit, showing and telling us what they enjoyed, "*I enjoy playing with the dinosaurs here.*" Some children spoke Welsh and we heard them responding to basic Welsh phrases and counting and singing in Welsh. Children fed themselves well using their hands or cutlery as was appropriate to their age and were independent in washing their hands. Some children were able to put on their own shoes independently whilst others required some support. Parents confirmed that children were developing well at the nursery.

We found that children had opportunities to become independent, for example children helped to pour their own drinks during lunch and cleaned their plates after finishing food. During the morning of the visit children were provided with an opportunity to create their own sandwiches. We saw children spread butter as well as cut the sandwich in half. Children showed confidence in choosing their own activities and directing their own play. Children developed their fine motor skills through colouring. We also saw evidence of children recognising and naming colours during circle time. Most children during the visit had good vocabulary and were verbally confident. One child approached us with a bear and told us, "*baby bear.*"

Children are developing well and their independence is promoted.

2. Care and Development

Summary

Staff know the children in their care well and provide a relaxing atmosphere where children participate in the play of their choice.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The service has policies and procedures in place to keep children safe and healthy, although these are not always followed correctly.

Members of staff had received training that helped to ensure children are kept safe and healthy, including food hygiene, first aid and child protection. However, when we questioned staff with scenarios regarding safeguarding children, not all were confident and clear on the procedure to follow. We discussed the 'Prevent Duty' with members of staff and the leader and they were not aware of it. During the visit the leader implemented an 'existing injuries' record file.

Staff promoted healthy eating by offering fruit or vegetables for the children to snack on, and by providing a rotating menu that was varied and healthy. During the visit children ate cheese and potato pie with spaghetti hoops and ham for lunch and yogurt for dessert. During the afternoon children had a picnic and ate a sandwich on wholemeal bread with crisps, strawberries and cucumber along with milkshake to drink. The nursery has a rota in place, in which staff took turns to cook and prepare meals on a daily basis. Fresh drinking squash was available for the children. Staff encouraged the children to be physically active by regularly taking them outside to play. On the day of the visit we saw staff ensure that children wore their sun hats and applied sun cream before going outdoors to play.

Children were encouraged to wash their hands before they ate. Some staff washed their hands before helping children to eat, but not all. Other infection control practices were followed by staff, such as wiping tables down with anti-bacterial spray, wearing disposable aprons and gloves when changing nappies. We found that aprons were changed between each child; however we viewed one child being changed and no apron was worn. The changing mat was always wiped and cleaned with anti bacterial wipes between changes. The nursery supplies a nappy cream to be used during nappy changing, if required. We found that during a nappy change, a staff member that had changed a soiled nappy used the same glove to access the nappy cream and apply it to the child.

During sleeping time, children were comforted if needed and members of staff checked children very six minutes and kept a written record of checks. Monitors and video monitors were in place to monitor sleeping children and we saw these being used during our visit.

Staff have adequate knowledge of how to keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff use positive methods to manage children's behaviour and are good role models.

Staff managed children's behaviour in-line with the nursery's behaviour management policy, which states that behaviour should be dealt with positively. Staff used praise to encourage children and reward them for completing a task or action well, saying, "*Oh well done, good boy for sharing*". Staff reminded children to share or wait their turn and reinforced the rules, such as, "*No snatching. Give it back please and you can have a go in a minute okay?*" Staff modelled what to do when using the knife to cut the sandwich in half as well as how to spread butter on the bread when preparing a sandwich for afternoon snack. Staff knew the children they were working with well and knew what the children responded to.

Staff manage children's behaviour well.

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

Staff are caring and nurturing. They know the children in their care well. They provide support for children to develop their individual skills.

Staff know the children well and they are actively involved in their activities, for example, when children were playing with the diggers in the sand outdoors, a staff member joined and modelled how to gather sand. During the morning session, we saw children involved in a carpet time activity where a staff member read a story about 'Teddy Bears Picnic' and used a box full of visual resources to introduce and reinforce vocabulary introduced in the story. Also, when children were playing on the carpet with the selection of visual prompts following the story, members of staff were sitting on the carpet reinforcing vocabulary introduced during the story. During a table top activity we saw a staff member and a small group of children singing and counting pictures of bears in both English and Welsh. During lunch one child became very tired. Staff knew that he slept at that time and took him to change his nappy before putting him down to sleep. Staff told us that his lunch would be kept for him and offered to him when he awoke.

We saw staff treating children with affection. Examples of this included staff giving the children cuddles and sitting children on their laps. Staff recorded children's development using developmental milestone flowers and petals. Petals were coloured once the child had mastered a specific skill, for example when they had taken part in imaginary play, thrown a ball, took part in singing. Individual books were in place using photographs and samples of work along with simple observations; however, not all of these were dated. Parents told us that they were kept well informed about their children's development.

Staff appropriately promote children's play, learning and development.

3. Environment

Summary

The nursery is well decorated. Children are able to freely access a range of toys, equipment and resources. There is sufficient child-sized furniture for the children to use. Leaders perform regular maintenance checks and ensure that the environment is safe and suitable for children.

Our findings

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

Leaders perform regular maintenance and checks on facilities and equipment for the children's safety although the records required some improvements..

The rooms were clean, tidy and well maintained. Leaders had developed a rota system that required staff members to clean and tidy at the end of each day. The front door was locked and secure and a door bell was in place in order to gain access. A security key pad was in place at the back door of the nursery which leads out onto the outdoor play area. A visitors' book was in place and was actively used to record any visitor's presence. The Food Standards Agency had rated the kitchen area with a five, which is 'very good' in terms of hygiene standards. Maintenance records showed that fire and smoke alarms had been tested and children and staff had performed fire drills regularly, however, the number of children and staff present and time of fire drill were not recorded. Specially made safety gates were in place for children's safety near the entrance of the nursery and at the kitchen door. The outdoor area was well maintained. Risk assessments had been completed for each area and reviewed in January 2018; however, there were no risk assessments in place for activities such as cooking. We were forwarded copies of risk assessments following the inspection.

Overall leaders are proactive in checking that the environment is safe for children.

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

Children are able to play and relax in the different rooms and outside area.

Most of the rooms are spacious and provide space for the children to play in different ways. During our visit, children were cared for in one main play area due to numbers being relatively low. Most toys and resources were stored in storage units that were accessible to the children; however, these were not labelled with a visual clue as to their content and areas had not been enhanced with vocabulary and numbers. We were informed following the visit that this had been put in place.

Children were able to store their belongings on pegs although these did not display children's names or photographs. Displays seen were bright and colourful such as farm animals and Welsh nursery rhymes including 'Dau Gi Bach'. A separate area was used to

develop their creative skills and to complete table top activities such as colouring and cooking. The main room had a child sized sofa and cushions for the children to rest or if they wanted to relax. There was a dedicated sleep room upstairs and two other rooms which were used to complete focus tasks and for children to sleep when numbers were higher. The rooms and the bathroom areas were of good decorative order. The outdoor area had been effectively developed and consisted of an artificially grassed area surrounded by a fence. The area included a good range of resources including a plastic climbing frame and slide, mud kitchen, mark making board, low level table created for small world play, tuff spot with sand and a water tray. The leader had recently fitted a canopy to the outside wall to offer children a shaded area on sunny days. They had also developed a track for children to access with the balance bikes. We saw this in use during the visit. They were in the process of further developing other areas outdoors.

Leaders ensure the environment is well organised.

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

Leaders ensure that the children have good quality resources and equipment.

Children accessed the outdoor area on the day of the inspection and enjoyed playing with the equipment provided for them. Leaders ensured that all children had access to a range of good quality, developmentally appropriate play and learning resources indoors and outdoors. Equipment and toys and they were stored at children's level, including a book storage unit and toys in a storage unit as well as on top of the unit. A multi cultural doll was seen in the storage drawer. The leader told us that toys are rotated regularly in order to keep children enthused and interested.

Leaders provide and maintain good quality resources and equipment.

4. Leadership and Management

Summary

Leaders have developed systems and checks to ensure the smooth running of the service and are mostly compliant with the regulations and meet most of the national minimum standards. There is a system in place for reviewing the quality of the care they provide and for evaluating the feedback they receive. Leaders have developed good partnerships with parents and the local school.

Our findings

4.1 How effective is leadership?

The registered person ensures that the service is mostly compliant and there is an ethos that values staff and children. Children's needs are at the centre of the provision.

The service's statement of purpose did not contain all of the information required by the regulations, including address and contact number, routines, terms and conditions, arrangements for dealing with complaints and concerns, arrangements for dealing with any emergency, arrangements to review the statement of purpose and inform CIW of changes to the service and details of pets or other animals on the premises. However, this was rectified during the inspection process. The registered person ensured that all paperwork was organised and also ensured staff had opportunities to reflect on their practice through supervision meetings and annual appraisals. However, one staff member on the day of the visit who was employed as a 'casual' had not been provided with supervisions. We viewed staff files and found that not all suitability checks had been completed for each member of staff. Some files were missing two references, CV and proof of qualifications. There was a good working relationship between the staff and the registered person and staff told us that they felt well supported and were provided with opportunities to develop further. One staff member told us, *"I love it here. We work well as a team and we get to go on courses."*

The service provided verbal feedback to parents daily and also used daily diaries for parents at the end of the day. We viewed children's files and found that all relevant information had been obtained. All policies and procedures had been recently reviewed in January 2018. Staff had been asked to sign to acknowledge that they had read and understood the policies. During the morning session we found that most of the session was carried out through the medium of English with some incidental Welsh, although during the afternoon, we heard the Welsh language being further promoted.

Leaders have appropriate leadership skills.

4.2 How effective is self evaluation and planning for improvement?

Leaders evaluate their service on an annual basis.

The service had completed the annual self assessment of service statement and we saw a recent quality of care report. The quality of care review report did not include the views of parents, staff or children. Children's views were sought using sheets that recorded their feelings using a sad and happy face. Leaders told us that they had attempted to seek parents' views through questionnaires but they had not received many in return. We viewed one 'end of period at nursery' questionnaire that had been completed by a parent, *"My child loves coming here because all the staff are super caring and fun. My child enjoys the relaxed environment and free play. I am so happy with the care and service provided."* The leader was eager to implement an effective system for evaluating the service

The self evaluation process and planning for improvement is developing.

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

There were not robust systems in place for the recruitment and management of staff. There were contingency plans in place for staff absences.

Although leaders did ensure that staff files had been available at the time of the inspection they did not hold all the required information on each staff member as per regulations and national minimum standards. Full suitability checks had not been conducted on all staff members. Leaders had ensured that the correct number of staff were on duty each day. Staff ratios exceeded the national minimum standards during our visit and as a result children had plenty of attention from staff. Staff were given opportunities to continue with their professional development, for example, staff members were given the opportunity to work towards gaining their level five and play work qualification. We did see evidence that leaders had conducted supervisions and annual appraisals on most members of staff. There was current public liability insurance in place and this was seen and displayed during our visit.

Management of staff is not always effective.

4.4 How effective are partnerships?

Leaders have systems in place to keep parents informed.

Leaders provided parents with a statement of purpose and copies of policies for them to be able to make an informed decision. Parents were kept informed by regular updates and photographs on Facebook, for which parental consent was obtained. We viewed medication records and found that not all records had been signed by parents. A daily sheet was used to record the children's well-being, eating habits and toileting which was given to the parents each day. Verbal feedback was also provided when parents' collected their children. Conversations that staff held with parents about the children's wellbeing and mood was reflective of their experience at the nursery. We spoke to a parent and she stated, *"They're fab here. I receive information about my child on a daily basis. I'm very happy with the care provided here."*

We checked a sample of children's records and found that the leader had ensured a contract had been agreed. Parents spoken to and those who had completed CIW questionnaires agreed that their children were happy and enjoyed attending the nursery, "Ysgubor Fach is a great nursery, fab environment. My child loves interacting with everyone and learning about the animals."

The leader told us that they have established effective relationships with the local school. They offer drop off and pick ups to the local school and take part in their sports day.

Leaders have developed positive partnerships with parents and the local school.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommend that:

- children's ideas are considered within themes;
- aprons/protective clothing are provided for water play;
- the leader ensures that all staff are confident in dealing with safeguarding;
- all staff wash hands prior to assisting children with food;
- staff wear clean disposable gloves to access and apply nappy cream;
- children's work and observations are dated to show progress/regression;
- the toilet area has appropriate supplies, for example toilet roll;
- actual time and number of staff and children present are recorded on fire drill records,
- the Welsh language is further promoted during activities;
- all medication records are signed by parents;
- Care Inspectorate Wales' contact number is updated on the Complaints Policy;
- the admission policy is updated to state care is provided for children up to 12 years old and
- the quality of care review is further developed to include the views of staff, children and parents.

6. How we undertook this inspection

One inspector undertook an unannounced visit to the service on 14 June 2018 for a total of 7 hours and 10 minutes.

- we referred to information held by CIW about the service;
- we considered the previous inspection report;
- we looked at a sample of a range of documents and policies during the visit, such as children's/staff's attendance registers, risk assessments, accident/incident forms, development records, contracts and children's information forms and maintenance records forms;
- we observed the interactions between the staff and the children present;
- we completed observations on one child using the SOFI 2 tool to capture evidence of the children's engagement and the care being provided by staff;
- we undertook a visual inspection of the premises;
- we spoke to staff members and
- we spoke to two parents of children who attended the service and gave out parental questionnaires.

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

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Full Day Care
Registered Person	Eleri Thomas
Person in charge	Jessica Mclavy
Registered maximum number of places	36
Age range of children	6 weeks to 12 years old
Opening hours	7am to 6pm, Monday to Friday
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	20 May 2016
Dates of this inspection visit	14 June 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?	This is a service that offers the 'Active Offer' of the Welsh language. It provides a service that anticipates, identifies and meets the needs of people who use, or may use, the service.
Additional Information:	