



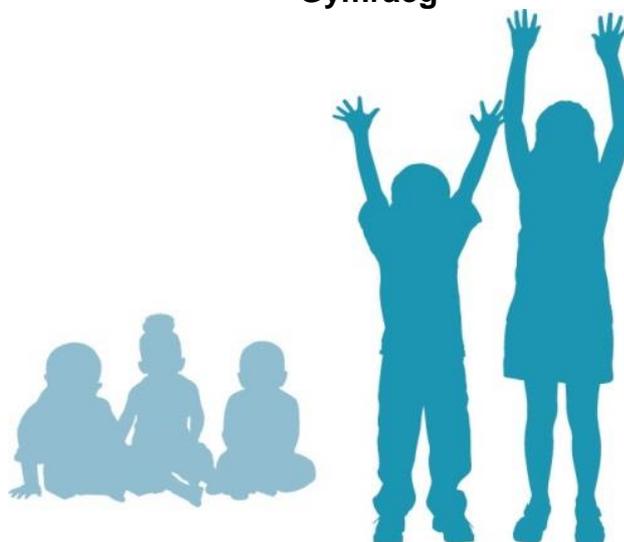
Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Meithrinfa Medra

**Llangefni Children's Centre
College Road
1 Talwrn Lane
Llangefni
LL77 7LP**

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



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Description of the service

Meithrinfa Medra is registered to care for up to 60 children and babies between 12 weeks and four years old. The responsible individuals are Gwenllïan Lansdown-Davies and Leanne Marsh, and the person in charge is Delyth Lowri Owen. The service is located in the Mudiad Meithrin Family Centre in Llangefni, and is open between 7.30am and 6pm from Monday to Friday throughout the year – with the exception of bank holidays, and two days for staff training. The service is bilingual, with the Welsh language being the main language used, and it provides the ‘active offer’ in relation to the Welsh Language.

Summary of our findings

1. Overall assessment

The children who attend Meithrinfa Medra are happy and content. They know the staff who take care of them very well, and they enjoy playing with their friends. Staff plan activities to entertain the children, and they are familiar with what the children enjoy. The environment is comfortable and is designed specifically to meet children's needs. Leaders are on hand regularly and parents are happy with the service their children receive.

2. Improvements

Since the last inspection, leaders have developed an additional play area for the older children. The room is aimed at enabling staff to offer suitable activities for the age and ability of the children.

3. Requirements and recommendations

We made some recommendations in relation to promoting children's independence, recording achievements, ensuring the children's safety in accordance with their policies, and the leadership of the service.

1. Well-being

Summary

Children are happy and settled. They are familiar with the routine and with those around them. Children's needs are identified and met, and they are busy throughout the day playing with their friends.

Our findings

1.1 To what extent do children have a voice?

Children make their own choices and decisions, and overall their contributions are appreciated.

Children were confident to choose what they wanted to play with, for example at the end of a circle time, children chose which play area they wanted to go to first. During free play there was a choice of equipment available, and children were also allowed to get items that were of interest to them. One child went to play with the ships after he got bored playing with the fire engine. During group tasks we found that children receive appropriate encouragement and support to take part in the activity.

Overall, children communicate and are willing to contribute to what is going on.

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

Children are settled and cope without their parents. They are familiar with what is expected of them and they receive the appropriate support.

The children were happy to leave their parents when they arrived in the morning. They were evidently familiar with the routine and knew that they should put their coats away before going to their designated rooms, where staff were ready to welcome them. The small babies had settled well and were happy to receive attention by the staff who were caring for them. The older children told us that they enjoyed their time in Meithrinfa Medra.

Children are content and show enjoyment. They are familiar with the daily routine and this gives them a sense of certainty.

1.3 How well do children interact?

The children are gaining the confidence to take part in the activities and are learning to take turns and share.

The children received a number of opportunities to develop their interaction skills. For example, we saw all of the children taking part in circle time, with staff leading an activity and encouraging children to take part. We saw the older children completing

an activity to develop their number recognition skills. Some were more eager than others to take part but with support and guidance, everyone had an opportunity.

Children maintain their interest in an activity, and are beginning to work together with their peers and adults.

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

Children enjoy a combination of different experiences, and they have opportunities to learn from these experiences.

The children's day is structured, with the staff led circle time defining the routine. The children have opportunities to listen to stories, and some opportunities to sing, but staff had to encourage them more than once to join in with the singing. The children pursued their interests and played in the various areas that were available to them. The babies enjoyed different activities using paint, and we saw children playing with 'shaving paste', water and sand. There was plenty of evidence to show that children were given several opportunities to complete craft work.

Children are able to explore their environment freely and safely, with extended periods of independent play.

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

The children know that they can pursue their personal interests, with opportunities to complete some tasks independently.

The children were confident and eager to play with others and were busy taking part in what was happening around them. During tidy up time children completed that which was expected of them, and were praised for doing so. They received support to follow their own interests and to make decisions for themselves. For example, we saw children ask for a pen and paper to draw, and after one child asked, more joined in the activity. They had several opportunities to go out and play and children (who were able to) were encouraged to put their own coats on. As the children were enthusiastic, they would benefit from additional opportunities to complete tasks for themselves. Opportunities were missed to encourage the children during snack time and lunch time. Staff completed all of the tasks on behalf of the children. A 'Helper of the day' could be introduced, which would give children a chance to help with adult tasks. This would promote the children's self-esteem and create a sense of achievement.

Children are given a reasonable amount of opportunities to complete tasks for themselves, and they are confident to ask for what they want.

2. Care and Development

Summary

Staff have an understanding of their responsibility to keep children safe, but they do not always ensure that they operate according to the service's policies and procedures. They react to children appropriately and design activities to keep them occupied.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have an understanding of their responsibilities to keep children safe but do not always adhere to the service's procedure.

Almost every member of staff has received first aid training. This enables staff to be familiar with what would need to be done to look after a child if there was an emergency. We saw evidence that staff and children complete fire drills regularly, and from the notes we saw, staff are familiar with what is expected of them in order to ensure that they have the appropriate skills to assist the children to evacuate the building safely.

Staff ensure that children spend plenty of time outside. The younger babies had opportunities to go for a walk. We saw staff adhering to the routine that was outlined in the risk assessment to ensure the safety of children outside of the nursery.

The cook provides healthy and nutritious meals and has recently discussed the menu which is offered by staff from the 'Tiny Tums' scheme. Staff also promote the 'Designed to Smile' scheme in order to encourage children to brush their teeth after meals. Staff encouraged and supported children to wash their hands before eating, and they also followed the correct procedure in order to minimise the risk of spreading germs whilst changing nappies.

Staff did not follow the correct procedure when recording accidents and incidents. A number of the records were incomplete and had not been signed by parents. It is required that these forms are completed fully with a record that the information has been shared with parents.

The medication forms were also incomplete. We saw that many of them had information missing, there were forms that had not been signed and a number of them were lacking a clear record of the reason why staff had given the child medication. The service needs to ensure that staff are aware of what is included in the service's medication policy and ensure that they act in accordance with the policy.

The staff do not always operate in accordance with the service's policies and procedures.

2.2 How well do practitioners manage interactions?

The majority of the time staff operate by prioritising the children's needs, but we saw some examples where other duties had taken their attention.

The staff knew the children well and they were eager to ensure that the children had settled into their new surroundings. For example, the staff in the babies' room support the babies to familiarise themselves with all of the staff by introducing everyone to them individually. Staff regularly explain to children what is happening and what is expected of them, but children's needs should be prioritized at all times. During our first visit, we saw staff treating feeding time as a process rather than a chance for everyone to socialise with each other. Staff were tidying up and clearing instead of sitting with the children and enjoying their company. Lunch time on the second day was more enjoyable with clear improvements, and the staff were giving time to sit and chat to the children.

Staff understand the children's needs, but they do not always ensure that their needs are prioritized.

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

Staff plan activities to ensure that the children are kept busy.

The leader for each room is responsible for developing activity plans in accordance with the themes. We saw staff leading activities with the children and also supporting them to develop their number skills and to recognise shapes. Some of these activities involved a large number of children taking part, and it was suggested that focused activities with smaller groups should be considered. During one activity, several children lost interest whilst waiting their turn to share what shape they had and which colour it was.

Although each room had a theme, this was not always evident in the children's activities. Consideration should be given to include the themes in the activities available to the children. This would ensure that the children's learning was more meaningful and interesting for them.

The service has a key worker system and this information is clearly shown in every room. The key workers are responsible for collating evidence of work that the children have completed, and also collect photos for the children's keepsake books.

At present staff do not follow a clear plan for identifying children's progress, to enable them to plan for the next steps in their play and learning. Staff told us they sometimes find it difficult to complete the required tasks, and this was discussed with the managers.

Staff plan activities and follow themes, but they do not collate information on children's achievements.

3. The Environment

Summary

Leaders provide a comfortable environment where risks are managed. The resources offer varied and high quality experiences.

Our findings

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

Leaders strive to ensure that children are cared for in a safe and clean environment.

We saw that the staff supervised the children in a safe and acceptable manner. The service is located in a building which is shared with other services. The receptionist is located in the main entrance and welcomes visitors to the building. A bell for each room is located within the main entrance and every visitor or parent needs to be given access by staff. We also saw that a record of visitors was kept. The leaders took the main responsibility for completing risk assessments for the whole building, but these had not been updated since 2016. These should be revised and updated every year. There was also no clear process to ensure that staff were aware of what was included in the risk assessments. We recommend that a system needs to be implemented to ensure that staff are aware of what is expected of them in order to ensure the safety of children at all times.

Risk assessments have been completed but there is no process for sharing these with staff.

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

Leaders ensure that any playing areas inside and out are safe, and there are sufficient facilities to meet the children's needs.

The building was designed and built to provide a care service for children. Each play room has its own play area outside, which allows the children to move freely between the different areas. Other essential resources, such as toilets, sleeping rooms and nappy changing facilities are all conveniently located, and support staff to fulfil their role to an acceptable standard. Managers recently introduced an additional play area with the intention of offering tailored experiences to prepare the oldest children for starting school. We saw that this area had been decorated colourfully and welcomingly, with suitable play areas available. The children enjoyed role play in the little home corner, and playing with sand and water. The play areas in each room were suitable for the ages of the children that were being looked after in them.

Leaders ensure that every child receives care in an environment which is supportive, comfortable and stimulating. They give priority to using outdoor play areas and these areas are regularly used by children of every age.

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

Leaders ensure that children have access to furniture, equipment, toys and materials which is appropriate and suitable for their needs.

We saw that children had access to high quality resources and there was a wide range available in order to offer them different experiences. There is sufficient equipment available to ensure that all of the children are kept occupied. The outdoor resources encourage the children to be active – we saw them enjoy climbing, jumping, running and racing on the bikes and cars that were available to them. The resources are shared between each of the rooms, creating variety for the children and igniting their interest in new experiences.

Leaders ensure that children have choice and a variety of good resources.

4. Leadership and Management

Summary

Leaders strive to convey their vision for the service. The necessary inquiries have been completed for staff but they do not implement a clear system to offer one to one support. Parents are happy with the service.

Our findings

4.1 How effective is leadership?

Leaders are available regularly to offer daily support.

We saw in the statement of purpose and the policies that the leaders have a clear vision for the service, but we saw that staff needed further support and leadership in order to ensure that they fully understand their duties. For example, the need to identify children's achievements and to use this information to plan further learning experiences, and the need to ensure that important and essential documents are fully completed. Information was received via a staff questionnaire that they found it difficult at times to find time to complete the work that was expected from them, but a number of staff indicated that they were very happy at Meithrinfa Medra. They said they were happy with the guidance and support, and that they felt that they work effectively as a team.

Managers have an understanding of the best practices, but they do not always ensure that staff fully understand the essential duties.

4.2 How effective is self evaluation and planning for improvement?

Managers collect and use evidence directly from service users to plan and develop the service for the future.

We saw strong evidence that managers annually collect data on service users experiences. All of the questionnaires we saw were positive, and included praise from the parents. The information which is collated is presented in a report which is available to staff and parents. Managers also report on what staff have said, and we saw that some changes have been made to the eating times as a result, to avoid everyone eating at the same time. Staff also reported that they wanted experience of working in different rooms – and the staff who spoke to us said they had had these experiences. However, not all recommendations made in the previous Care Inspectorate Wales survey have been met. For example, it was noted in the previous

report that we had received confirmation that they had reviewed the method for monitoring and recording children's development, but during this inspection there was no evidence of recording children's development. Similarly, there was no clear process in place for offering one to one supervision to every member of staff for them to discuss their individual needs.

Strengths and areas for improvement are recognised but managers are not always implementing that which is essential.

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

Leaders follow a robust recruitment process and they ensure the staff are competent and experienced.

Through talking to staff and looking at the information that was collated in their files, it was evident that the staff had up to date qualifications. Many of them had been employed by the service for a number of years. Managers implemented a system to ensure that staff had the opportunity to attend the necessary courses, such as first aid, and all staff had a current DBS certificate. Staff are given the opportunity to attend two days of in-service training and the service is closed during these days. The purpose of this training is to provide training that is of interest and useful to staff to enable them to develop and build on their practice. We saw evidence that staff had attended recent training in order to assist children when they play outside. Staff told us that they were very satisfied with the training that they received. There is a definite staffing structure, with leaders in each room and a key worker system, and staff were familiar with the children for whom they were responsible.

Managers have a system to ensure that staff suitability checks are completed in a timely manner. A training plan is in place and staff roles and duties have been defined.

4.4 How effective are partnerships?

Staff strive to work closely with parents and welcome them to the service.

We spoke to parents during the inspection and we received positive feedback. We heard positive feedback from them, and they were happy with the care that their children are receiving. Parents are invited to parents' evenings that are held twice a year and they also receive a daily information leaflet. Keepsake books are completed in every room for every child, and these include photographs of the children taking part in a number of different activities as well as an extensive collection of the work which the children have completed.

The service holds a number of activities to raise money that goes towards buying new equipment. We heard that a candle-making evening was held recently, and staff have offered several ideas for the future – one example is that some members of staff want to do the 'zip wire'.

The service provides relevant information for parents and they share the children's accomplishments regularly.

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

none

5.2 Areas of non-compliance identified at this inspection

We notified the person in charge that they were not compliant with the following regulations in relation to the Child Minding and Day Care (Wales) Regulations 2018:

Regulation 26: There was no comprehensive, written document in every instance to note when medicine had been given to a child.

Regulation 29: There was no evidence that staff receive appropriate one-to-one supervision.

Regulation 30: Not all accident records had been signed by a parent.

We have not issued a non compliance notice on this occasion as there was no significant evidence on the day that this was having an impact on the children well-being. These issues must be addressed immediately.

5.3 Recommendations for improvement

- Ensure that completing cleaning tasks does not take priority over spending time with the children during lunch hour;
- introduce 'helper of the day';
- organise focused tasks with fewer children regularly during the day;
- follow up the children's progress and use this information to plan for the next stage;
- develop how the theme can be incorporated in the activities that are available to the children;
- share risk assessments with staff;
- assist staff to familiarize themselves with that which is outlined in the service's policies and procedures so that they complete their role fully.

6. How we undertook this inspection

This was a full inspection which was undertaken as part of our normal schedule of inspections. One inspector undertook a visit to the service on 24 January 2018 between 9.30am and 3.30pm, and also on 26 January between 8.30am and 1pm, providing feedback to the person in charge over the phone on 29 January 2018.

We:

- inspected an example of documents and policies;
- looked at practices, spoke with parents, children and staff;
- looked at the equipment that was available to the children;
- looked at the environment;
- observed the children's experiences and the care they received.

Further information about what we do can be found on our website, www.cssiw.org.uk

About the service

Type of care provided	Full Day Care
Responsible Individual	Gwenllian Lansdown-Davies Leanne Marsh
Person in charge	Delyth Owen
Registered maximum number of places	60
Age range of children	12 weeks to four years old
Opening hours	7.30am to 6pm
Operating language of the service	Welsh
Date of previous CSSIW inspection	7 February 2016
Date of this inspection visit	24 January 2018 and 26 January 2018
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	Yes, fully.
Additional Information:	