



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

# Childcare Inspection Report on

**Meithrinfa Cae`r Ffair Ltd**

**Meithrinfa Cae`r Ffair Nursery  
2 Church Road  
Gorslas  
Llanelli  
SA14 7NF**

**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 Cae'r Ffair provides full day care for up to 39 children between the ages of birth and 11 years. They operate from a self contained building in Gorslas, Llanelli. The hours of operation are normally 8am to 6pm Monday to Friday, although they will open at 7.30am by appointment. The care is provided through both the Welsh and English language. The responsible individual is Sharon James and the persons in charge are Ceri Davies, Charlette Richards and Sharon James.

## **Summary of our findings**

We found that children attending Meithrinfa Cae'r Ffair are happy and enthused by their learning experiences. They are cared for by knowledgeable, nurturing and consistent staff who are dedicated to meeting their individual needs. They benefit from a thoughtfully planned, child-centred service. Parents are happy with their children's progress and the service that is provided.

### **1. Overall assessment**

Children enjoy attending the service and benefit from the activities provided for them. They show interest and enthusiasm in their play and interact well with each other. Staff know the children well and are committed to promoting the children's individual needs. Premises are safe, secure and stimulating. Leadership and management is excellent and policies and procedures and documentation have recently been reviewed and updated.

### **2. Improvements**

An updated statement of purpose was received during the inspection process which was in line with regulation and provided a more accurate picture of the service offered. During the inspection visit, the responsible individual implemented a change in recording staff present by adding staff present on the same registers as the children in each room. The safeguarding policy was updated with information on The Prevent Duty. During the course of the inspection the responsible individual also confirmed the following

- staff now kept a written record of existing injuries;
- staff had placed children's names and their photographs on their individual pegs;
- staff had dated all children's work and observations in their scrap books;
- leaders ensured that both staff and parents signed all medication records and
- fire drill records now included the number of children and staff present.

Since the last inspection the nursery have made the following improvements:

- updated the outdoor area with an artificial grass surface, new fencing and have purchased signage to label the outdoor areas;
- new windows have been fitted in room 2 and
- new flooring fitted throughout the downstairs area of the nursery.

### **3. Requirements and recommendations**

None

# **1. Well-being**

## **Summary**

Children are very happy and settled at the service and have formed positive bonds with other children and the staff members. Children have a strong voice and are able to follow their interests. Children make good progress and enjoy a range of very good play and learning experiences.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children at Meithrinfa Cae'r Ffair are listened to, express their views and make choices.

Children ate snacks and their lunch at their own pace and we saw them ask for and receive second helpings. Children were consulted upon over a range of issues having regard to their stage of development and they were able to make their own choices, for example, a child expressed that she wanted blueberries with her porridge, having been given a choice, and then commented that she liked blueberries. Children also chose if they wanted to play indoors or outdoors. We saw one child pass a member of staff his coat and tell a staff member he wanted to go outdoors to play. This was acknowledged. We saw that younger children smiled and reached out for their own choice when staff offered them a selection of toys. In the child-led mind map, it noted that children wanted to print using the numcion plates. Staff allowed them to do so and we saw photographs of this. During a painting activity, we heard children confidently state which colour paint they wanted and this was acknowledged. We also saw that their ideas had been included in the weekly planning of activities.

Children have a strong voice at this service.

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

Children are happy and cope very well with separation from their parents.

Children coped very well with separation and were settled and engaged in play. We were told by the leader that children were offered settling in sessions before they started and that parents were allowed to stay with them for these sessions. Children were forming friendships and bonds of affection were clearly seen, for example, we saw children hugging each other as well as expressing "she's my best friend." Children also approached staff to give them cuddles. Children were content and expressed great enjoyment whilst engaging in a wide range of activities. When one child chose to play with the role play kitchen and construction tools, we observed him thoroughly enjoying himself, pretending to saw the side of the kitchen and other children also joined in, using the toy hammer to tap the kitchen whilst another observed and smiled. Children were extremely familiar with the routines of the service. When children were asked if they wanted to take part in a rugby tots session,

they expressed sheer enjoyment through jumping with joy. During the session they were following the movements together and we also saw them smiling and laughing together. We also heard one child ask for his blanket during carpet time and he was provided with it. All parental questionnaires unanimously strongly agreed that their children were happy at the service.

Children feel safe, happy and valued.

### **1.3 How well do children interact?**

Children interact in a positive and polite manner with their peers and carers.

Children were relaxed and well-mannered and some said 'thank you' at snack time without being prompted. During lunch, one child asked for more sweet and sour chicken and rice and he promptly received a second helping. When others were asked if they also wanted more they replied courteously 'Yes, please'. Children knew the rules of behaviour and almost all children behaved well during the inspection visits. We saw children being thoughtful to each other and helping one another. For example when it was time to play outdoors, we saw a child assist another child in closing the zip on the coat. During lunch time we saw two girls tickle each other under the chin whilst smiling at each other.

Children interact very well with others.

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

Children are engaged and very interested in their play and learning.

Children were fully engaged across the age range during the inspection visit. We observed children enjoying adult-led activities and free play, such as outdoor play on the slide and running around. We saw children supporting each other with a building activity using wooden blocks, tidying up and working together exploring the story of Three Little Pigs. They were highly motivated and engaged in their play and learning. We heard children discuss the pictures, "oh he's angry and sad." Children were self-motivated and fully absorbed in their chosen free play both indoors and outdoors.

Children thoroughly enjoy their play and learning.

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

Children have opportunities to develop holistically and they are learning to become independent.

Children took part in different play and learning experiences throughout the day. Most children had a good variety of experiences including freely chosen, unstructured and self-directed play that enabled them to gain a good range of skills, be independent, participate and follow interests and promote all-round development. These included free play, table top activities, rugby tots physical play session, story time, outdoor play and snack time, which

was a sociable, eating occasion. Children had good table manners and some very young children ate in a tidy manner and independently with a spoon. During our second visit we saw children help themselves to jugs of water, pouring their drinks independently as well as spreading butter on their toast. A child had been chosen as 'helper of the day' on our second visit and was wearing the helper tabard. The child was actively involved in helping collect the plates and bowls as well as distribute tissues to the children during the teeth brushing session. Children enjoyed identifying their own coats and putting them on before going outside to play. Children's speech and language skills were well developed. One child in the toddler room named fruits and their colours and also the colours of the beakers during breakfast.

The older children who attend the service have opportunities to learn the importance of physical exercise and a rugby skills teacher visits the nursery once a week.

Children are making good progress and are becoming independent.

## **2. Care and Development**

### **Summary**

Staff know the children exceptionally well and are caring, motivated, enthusiastic and effective. They work consistently to support children to reach their full potential and to keep them safe and healthy. They respond sensitively to children's individual needs, whilst encouraging them to become independent.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff follow policies and procedures to help keep children safe and ensure good outcomes.

Staff encouraged children of all ages to wash their hands as part of the routine and showed they were practised in doing so. Most staff washed their hands after attending to children's needs; however we did see some staff members not wash their hands following nappy changing. During our first visit, we found that nappy changing was not followed as stated in the nappy changing policy as staff did not sanitise the nappy changing mat with anti bacterial cleaner between children. Staff did not always wear a clean disposable apron for each nappy change as well as remove the gloves and apron before transferring the child back to the base room. This practice had been put in place by the second visit and the responsible individual had created a detailed hygiene practice checklist for nappy changing, which staff had read and signed to acknowledge that they would implement this during nappy changing. During the visit we viewed accident records and found that these were signed by both staff and parents. We also heard the leader ask a staff member about an existing injury on a child's face. The staff replied stating that it had happened at home and they were aware of how the incident occurred. Staff do not keep a written record of existing injuries at present. Staff encouraged children to brush their teeth as part of the 'Designed to Smile' scheme and this had been correctly and effectively implemented. Staff were very familiar with the child protection policy and the procedure to be followed if they had any concerns about a child or a member of staff. All staff responded very well to all child protection scenarios presented to them by the inspector. Parents had been asked to provide information about their child's dietary needs and the information was on display in the kitchen and actively used by the cook and responsible individuals to plan the menu in advance. Staff responded quickly to children that needed their noses wiped. On another occasion, a member of staff noticed a child had started dribbling and placed a bib on him to prevent the child from dirtying clothes and feeling uncomfortable. Staff were very attentive to children and responded immediately if they were crying by lifting them and placing them on their laps and asking if they were okay.

Staff keep children safe and healthy.

## **2.2 How well do practitioners manage interactions?**

Staff are very experienced and are positive role models. They manage interactions well.

Staff spoke to the children in a warm, friendly manner displaying respect at all times. Staff used praise to encourage children and reward them for completing a task or action well, saying "*Fantastic, well done you*" as a child practised forming the letters of his name. Staff reminded children to share or wait their turn and reinforced the rules, such as, "*we need to share okay?*" Staff knew the children they were working with well and knew what the children responded to. We saw children have a disagreement over chairs they wanted to sit on. A member of staff diffused the situation by saying firmly, "*no gentle hands okay?*" and separating the children. During our first visit, one child became quite distressed as he had a splinter in his finger. Staff responded to him in a caring manner, reassuring him that everything would be okay. They contacted the parents who came to visit their child at nursery. We saw staff manage their interactions with the children in a warm and caring manner, "*You love playing in the rice don't you? There's a good boy.*"

Practitioners manage interactions well.

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

Staff are very attentive.

Staff ensured that children were able to visit the service with their parents/carers on several occasions before they commenced at the nursery. The parents/carers completed a registration form for their children. The forms contained valuable information including their child's routines and allergies which helped the staff to settle the children. Parents commented that this had eased their children into the nursery and had been a very positive experience for them. Staff knew children well as they thoroughly observed the children, shared information with other staff and had excellent communication links with parents. Staff monitored younger children expressions and body language to determine their needs, for example, we saw staff responding when children were tired. On one occasion, a child was getting tired and staff saw the need to place the child in the bouncer for a nap. Self-directed play was enhanced as staff asked open ended questions to extend the children's understanding and experiences. During carpet time in room two, we saw staff extend the children's skills by encouraging them to count to ten, having already successfully count to five. Children smiled proudly as they counted to ten with support.

We looked at records and the children's learning journeys. Staff tracked the children's development and record their achievements in line with the foundation phase' areas of learning. We also saw a scrap book of photographs and various activities, however not all of those observations and activities had been dated. Staff also communicated with parents daily and held parents' evening on a termly basis in order to discuss the children's development. Staff also kept a record of child led ideas and activities in their planning. Staff stayed with the toddlers and older children when they were asleep after lunch. We saw one

child sleep in the bouncer in the baby room whilst another slept in the cot in a separate sleep room. Staff told us that they respond to parental request with regard to sleeping routines.

Staff are efficient and experienced in promoting children's play, learning and development and fully meets their individual needs.

### **3. Environment**

#### **Summary**

Children are cared for in a safe, stimulating and imaginative play environment. They have free access to a range of resources. The environment is well maintained and meets the needs of the children.

#### **Our findings**

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

Leaders put measures in place to ensure that the environment is safe for children.

Children accessed the building through a locked, secure door. Risk assessments had been carried out, were up to date and were reviewed regularly. The nursery was secure from unauthorised visitors and there was a record of all visitors. All areas of the nursery and equipment and toys were very clean and we saw good hygiene practices. The nursery had been awarded a 5 rating from the Food Standards Agency. Annual tests had been carried out in respect of heating and electrical equipment. We viewed fire drill records and found that most of these were carried out at 7:30am, before the children had arrived at the nursery. The leader told us that they practise fire drills with the whole nursery twice a year and refrain from doing it more regular than that as they find the drill upsets the children. Records viewed of fire drills practised did not include the number of staff and children present along with any issues that may arise. During our second visit, the leader had created a record that would enable staff to record the number of children and staff along with any issues.

Leaders are committed to providing a safe environment for children.

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

Leaders ensure that the environment is suitable for the needs of the children.

Leaders had ensured that there was a good range of toys, materials and activities, all of which were easily accessible and designed to encourage exploration and learning. Babies had plenty of space to crawl, explore and play with a variety of toys and equipment with different textures, lights and sounds. The outdoor play area had recently been improved and offered children a range of play opportunities including planting, role play and physical play on the slide. There were three toilets for children's use and one for staff, and children were able to access the toilets in a timely manner and ensured good hygiene standards. The responsible individual had ensured that the environment was bright and welcoming and that children's work and photographs were on display throughout the nursery which created a good sense of security and belonging.

Leaders ensure that the environment is suitable.

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

The responsible individual ensures that children have access to furniture, equipment, toys and materials that are appropriate and suitable to their needs. Resources are clean and of good quality.

The responsible individual had ensured that children of different ages had access to toys that suited their age and interests. We saw for example, children under two years old playing with cars and dolls, babies playing with sensory toys and older children playing with construction blocks and colouring. There was an ample amount of resources for the children to choose from. The tables and chairs in each room were suited to the age of the children. Leaders had ensured that all resources were easily accessible to children and were labelled. The responsible individual had ensured that the staff had a good supply of the resources that they needed to meet the children's needs promptly, such as tissues and nappy-changing resources. The responsible individual had purchased specific resources for children when it was identified that the resources might enhance their wellbeing. The responsible individual had given children access to a range of resources to promote their curiosity. We saw babies involved in natural sensory play using lentils in a tuff spot as a resource.

The responsible individual ensures that there are good quality resources and equipment available to the children and staff.

## **4. Leadership and Management**

### **Summary**

The leadership at the nursery is truly effective. The leaders provide clear directions and regularly review the quality of the service and fully involve children, parents, staff and other partners. Staff are well trained and they receive regular and effective supervision and appraisals to improve their skills and knowledge.

### **Our findings**

#### **4.1 How effective is leadership?**

Leaders at Meithrinfa Cae'r Ffair manage the nursery on-site and they have a clear and ambitious vision for the service. Standards are high and leaders ensure that the service is exceptionally well run.

The responsible individual had a very visible presence in the nursery and we saw her engaging with children, parents and staff throughout the day. They were very open and approachable and they instilled a positive ethos throughout. Staff were extremely happy at the service and as a result staff turnover was low. Staff and parents stated that the managers were very approachable. Staff were very clear about their roles and we saw consistent practice throughout the nursery. We saw that the responsible individual regularly reviewed information about the service, policies and procedures and staff had read and understood them. The responsible individual set and maintained high standards for her staff, which was evident in correspondence with staff such as memos and notices and in the consistent care that we observed throughout the nursery. The responsible individual gave staff credit for their work by thanking them verbally and through written messages using Whatsapp. Staff morale was high at this nursery.

Leadership is extremely effective.

#### **4.2 How effective is self evaluation and planning for improvement?**

Leaders are constantly self-evaluating practice and it's embedded in their practices.

The responsible individual had a very visible presence throughout the nursery, as we observed her popping into each room on a regular basis and this was evidently a normal part of daily life at the nursery. The routine was not disrupted in any way, and the children recognised and showed affection for the leader. The responsible individual had established a photograph wall in the office showing all the visits and activities as well as feedback from parents and children displayed on the wall leading up the stairs. The responsible individual was keen to continuously improve and at the time of the inspection was planning to make further changes to the outdoor environment by establishing various play and learning areas. She was also keen to develop the children's understanding of feelings in the room where three year old children were cared for. Leaders showed us an up to date quality of care report which addressed feedback from staff, parents, feedback from awards and

inspections. Staff worked very well together as a team and were very open to ideas for improvement. They had very positive feedback from various assessors.

The responsible individual is committed to continuous self-evaluation and thorough planning for improvement.

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

Leaders support the staff team by ensuring that there are sufficient staff in each area and they are clear about their roles and responsibilities. The nursery has a team of very dedicated, long serving and well trained staff.

We checked a sample of staff files and found that all the relevant documentation was in place to demonstrate that there had been a thorough recruitment process. The responsible individual had also recruited a number of bank staff to ensure that there were contingency plans in place. Leaders ensured that all staff had received the appropriate training and supported continuous professional development. Staff confirmed that they received very relevant ongoing training and extremely good support from the leaders. We saw evidence that they had received regular supervision and appraisals and staff and leaders confirmed the robust procedure. The leader also set targets and kept a record of all other conversations held with staff in an individual book created for each staff member. Staff and leaders also confirmed that they all had opportunities to further develop their skills and interests. All the staff we spoke to and those who completed questionnaires said they thoroughly enjoyed their work and could approach the leaders of their service. Their comments included: 'We're like one big family. I love it here.'

Leaders manage staff very effectively.

#### **4.4 How effective are partnerships?**

The leaders and staff communicate successfully with parents to identify children's needs and to keep them informed about their children's progress and well-being.

We saw that the leaders had collected detailed information from parents about children's needs, preferences and routines before they attended the nursery and they were available on-site to talk to parents each day. Parents were informed about the service, the activities and events held in a variety of ways which included social media sites and by displaying information in the entrance of the nursery. There were also daily communication diaries for younger children. Parents were kept fully informed about their children's progress and invited to the parents' evenings. Parents confirmed that communication from the nursery was 'excellent'. Questionnaires received from parents stated "I am very happy with the service. It is thoughtful and designed to prepare children to go out to school. The staff are kind, know each family well and are always ready to listen. Exceptionally great in my eyes" as well as "cannot recommend Cae'r Ffair enough. Personal and approachable, safe and very pleasant environment. I highly recommend the nursery." The responsible individual

had also established working partnerships with the speech and language service, the local authority's advisory teachers and representatives of schemes to improve children's well being such as Designed to Smile. The nursery also visits a local care home for the elderly with the children. The nursery recently took part in a television programme involving children visiting the elderly at their care home.

Leaders excel at working in partnership for the benefit of the children.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

None.

## **6. How we undertook this inspection**

This was a full inspection undertaken as part of the normal inspection schedule;

- one inspector undertook two visits to the service on 27 and 28 February 2018;
- we inspected a sample of documentation and policies during the inspection;
- we observed practice during both visits and completed observations on one child, using the Short Observational Framework for Inspection (SOFI) 2 tool, to capture evidence of the children's engagement and the care being provided by staff;
- we looked at the Self Assessment Statement of the Service; and
- we spoke to the responsible individual, persons in charge, staff, children and parents.

Further information about what we do can be found on our website [www.cssiw.org.uk](http://www.cssiw.org.uk)

## About the service

<b>Type of care provided</b>	<b>Children's Day Care Full Day Care</b>
<b>Responsible Individual</b>	<b>Sharon James</b>
<b>Person in charge</b>	<b>Charlette Richards Ceri Davies Sharon James</b>
<b>Registered maximum number of places</b>	<b>39</b>
<b>Age range of children</b>	<b>Birth to 11 years</b>
<b>Opening hours</b>	<b>8am to 6pm Monday to Friday 7.30 am by appointment only</b>
<b>Operating Language of the service</b>	<b>Both</b>
<b>Date of previous CSSIW inspection</b>	<b>23 February 2016</b>
<b>Dates of this inspection visits</b>	<b>27 and 28 February 2018</b>
<b>Is this a Flying Start service?</b>	<b>No</b>
<b>Is early years education for three and four year olds provided at the service?</b>	<b>Yes and they are subsequently inspected by Estyn.</b>
<b>Does this service provide the Welsh Language active offer?</b>	<b>Yes. This is a service that provides an 'Active offer' of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.</b>
<b>Additional Information:</b>	