



## **Care and Social Services Inspectorate Wales**

### **Children and Families (Wales) Measure 2010 Child Minding and Day Care (Inspection and Information for Local Authorities) (Wales) Regulations 2010 The Child Minding and Day Care (Wales) Regulations 2010**

#### **Inspection Report**

#### **Babinogion Menai Cyf**

Pentraeth Road  
Menai Bridge  
LL59 5HS

**Type of Inspection – Baseline Inspection**

**Date of inspection – 14/02/14**

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## Summary

### About the service

Babinogion Menai Cyf is registered to provide full day care for a maximum of 59 children under the age of 8 years at any one time and is located in Menai Bridge, Anglesey.

The responsible individual is Gwenan Williams who is also in charge of the day to day running of the nursery and is supported by the setting's deputy manager.

There are three main playrooms in which to provide care for the children as well as a messy play room/dining area, sleep room, nappy changing and toilet facilities and an enclosed outdoor play area.

### What type of inspection was carried out?

This was a scheduled, unannounced baseline inspection which considered the quality of life, quality of staffing, quality of leadership and management and the quality of the environment.

This report is based on:

- The Service Data and Self Assessment documents submitted by the Responsible Individual
- Review of the setting's Statement of Purpose
- Discussions with staff members and Responsible Individual present on the day of inspection.
- 7 returned CSSIW parent questionnaires
- 4 returned CSSIW staff questionnaires
- Observation of the activities, interactions and procedures on the day of the inspection visit
- Inspection of some documentation, to include four staff and three children's individual files, risk assessments, medication forms and fire drill records.
- Observation of two children using the Short Observational Framework for Inspection (SOFI) tool. The SOFI tool enables inspectors to observe and record life from a child's perspective; how they spend their time, activities, interactions with others and the type of support received.

### What does the service do well?

- Excellent examples of comprehensive daily diary books were seen for the children in the baby room supporting good communication with parents.
- The nursery continues to provide parents with the nursery Iwatch system which offers them access to see what their child is doing at the nursery.
- Effective and practical means are adopted to ensure parents are aware of the identity of their child's key worker

### What has improved since the last inspection?

Further to the previous inspection report it was seen that the following good practice recommendations had been actioned:

- The frequency of emergency evacuation procedures / fire drills has been increased.
- Evidence was seen to indicate that staff listen to what children have to say and

wherever possible allow them to choose independently what they want to do.

- The lunchtime routine was seen to run smoothly with the Tweenies and Toddler children.

### **What needs to be done to improve the service?**

No non-compliance notices were issued but the following non-compliance matter was discussed with the Responsible Individual:

- The requirement to prepare a quality review report on an annual basis in order to ensure compliance with Regulation 16 of the Child Minding and Day Care (Wales) Regulations 2010. Before issuing the published inspection report the Responsible Individual had produced a quality of care review report for the period May 2013-14.

The following good practice recommendations were made:

- That all relevant sections of the medication consent forms are completed and parents signatures dated.
- Ensure that children's full names are entered on accident and incident record forms.
- That the temperature in the nappy changing room is monitored.
- That the written comments form completed by the responsible individual following her review of the risk assessment is kept with the final typed copy of the risk assessment document in order to further evidence and document any issues identified and suggested solutions.
- Ensure references received include the referee's signature and the date the reference is provided.
- That the children's information forms include details of the individual child's General Practitioner.
- Ensure that tongs or serving utensils are used when sharing out fruit pieces for the children.
- To consider opportunities to further promote the children's ability to develop their independence by increased involvement in and responsibility for tasks within the snack time routine.

Following the inspection visit, the Responsible Individual has informed CSSIW in writing that the last four recommendations listed above have been implemented.

## Quality of life

Children receive responsive care and experience warmth and reassurance.

The individual needs of children are respected and they were seen to have influence over how they spent their time. During the day, staff were seen to respond to an older child's request to visit a younger sibling who had recently started at the nursery and was based in another playroom. Following the lunch break some of the older children were seen to enthusiastically engage in the task of building a house using a new resource recently purchased. They quickly requested support from a staff member to assist them in their activity. In response, she promptly put to one side the written notes she was completing, engaged with the children and managed the group task well, encouraging the children to take turns.

In the time spent with all three age groups at the nursery, staff were heard to use both Welsh and English to reflect the children's language choice and to ensure understanding.

These examples evidenced the staff's willingness to listen to children having a positive impact on the children's increased sense of security, recognition and belonging within their environment.

Children are stimulated and engaged in both quiet and reflective activities as well as more animated activities which foster and promote skills. In the baby room a calm and relaxed environment existed with gentle music playing in the background whilst the children were supported by staff to engage in activities which included painting, playing with toy cars, activity centres and singing all helping the children to progress and develop. The half term club activity programme outlined a range of varied and interesting opportunities for children to experience including a carnival, messy play day, pamper day, a baking day and an outside play day. Photographs displayed in the older children's room showed that children had also enjoyed the opportunity for outings to local visitor attractions.

We saw evidence that daily activities are planned and linked to monthly themes. This is positive practice and means that there is a commitment to maintaining children's engagement and stimulation.

Children are encouraged to be physically well and there is good provision to support the children to maintain healthy nutrition through the food provided to them. The responsible individual and the qualified cook at the sister nursery have attended the Tiny Tums course and have recently revised the nursery menu based on the principles of the training programme. During discussion with the responsible individual it was suggested that children's independence could be further promoted by increased involvement in and responsibility for tasks within the snack time routine. The responsible individual was advised that the fruit pieces shared out at lunch time should be served using tongs or serving spoons.

Children receive care which is consistent with their individual routines. Children's individual dietary requirements and their individual preferences in terms of comforters and aids to sleep were seen to be displayed for staff to ensure that individual needs and preferences are understood.

Staff interact positively with children and engage with them in a kind, warm way. We observed staff responding immediately to a child's non-verbal expressed wish for a drink, offering an explanation as to why she would need to sit to enjoy her drink and wouldn't be able to carry the bottle around. The child then approached the staff member,

keen to show her a toy helicopter, the staff member responded encouragingly “shall we see if it can fly” to which the child then mimicked the play by ‘flying’ the helicopter around the playroom. Providing consistent and positive responses allows children to develop positive relationship with staff which will assist them to feel secure and safe in their care environment.

## Quality of staffing

Children and parents feel confident in the care received because carers are competent and confident meeting their particular needs.

Children benefit from being cared for by a well qualified staff team. Four staff files were viewed during the inspection evidencing staff qualifications and the training attended. The responsible individual had provided CSSIW with a training record schedule evidencing that staff's training requirements are monitored in order to ensure that planned update sessions are arranged in a timely manner. It was recommended that the responsible individual refers to the Care Council's Framework of Accepted Qualifications for the Early Years and Childcare Workforce in Wales to establish that staff qualifications are in keeping with those accepted on the framework and that the staff team therefore meets those recommended within Standard 13.7(b) of the National Minimum Standard for Regulated Child Care. From the four staff questionnaires received all the responses indicated that the staff had received induction and three responses confirmed that as individuals they have regular access to training opportunities.

Staff are motivated to make a positive difference to the quality of service children and parents experience. Good quality daily diaries are completed for the children receiving care in the baby room. In addition to the standard information regarding nappy changes, sleep times and feeding patterns, the feedback includes references to children's development to include, 'sat with the aid of a support cushion', 'babbling lots while playing', 'crawling and pulling herself up a lot.' The room supervisor explained how they had identified that new staff required additional guidance to ensure that the quality of the recording was maintained, an opportunity was arranged for staff to discuss the matter and it was agreed that a proforma would be developed to ensure consistency. The staff member who prepares the children's meals presented as someone who is very enthusiastic and keen to provide the children with a healthy and varied menu and whom would welcome the opportunity for further training in this regard. She explained her eagerness to gain feedback from the staff team in relation to the children's enjoyment of the food prepared so she can constantly monitor what works well and what is least successful. This demonstrates a commitment within the staff team to sustain and improve the quality of care experienced by children and the information provided for parents.

Children receive timely support and care. Staff were seen to encourage children to try and build their confidence with tasks. We observed a staff member being proactive in supporting two children's perseverance with a jigsaw activity, it was pleasing to hear comments and see actions that demonstrated the staff member's recognition of the children's need for assistance and her ability to facilitate and enable them to achieve with positive words "what's wrong, how about we share the pieces? Show me how you empty it. You can do it; I've seen you do this one." This approach benefits children as it promotes their self-esteem, learning and development.

Children have good interactions with carers and feel enhanced wellbeing as a result. We observed the leaders in both the baby and twennies playrooms provide positive role models for the staff team in relation to their child centred care, their responsiveness and the quality of their interaction and communication. Staff were heard to praise children, encourage sharing and to greet children warmly. The parent questionnaire responses received support the above observations with

feedback referring to staff being “friendly and always willing to answer questions”, working “hard to keep the children and parents happy and at ease” and having “made the transition from home to nursery very comforting” for both parent and child. The nursery environment was also described as “always very professional.”

## Quality of leadership and management

Parents and children's expectations of the service are matched by the experience of the care that they receive and they feel they get reliable good quality care.

There is a detailed statement of purpose and minor suggestions for improvements were discussed at the time of inspection. The responsible individual also described plans to improve the nursery website in order to give the setting a stronger identity from its sister nursery. All the parent responses received indicate that they received comprehensive information regarding the settings aims and objectives and policies and procedures prior to their children starting at the nursery. This is beneficial to parents as it demonstrates that the nursery gives them sufficient information in order to have informed choice over their decision to use the service. Although information notes that holiday club provision is provided for children up to eleven years of age, the deputy manager confirmed that this setting is not looking to provide the service for children over eight years old at this time.

There is a commitment to involve parents and children in measuring the quality of the service and evidence was seen through questionnaires issued, that steps had been taken to seek parental feedback. However the responsible individual confirmed that the quality of review report identified to be completed in August /September 2013 had not been drafted. The self assessment data provided stated the setting's intention to introduce a comment book/box; this hasn't yet taken place but remains one of the actions that the responsible individual wishes to fulfil.

The history of the provision indicates that the responsible individual informs CSSIW of staff changes and provides copies of revised Statement of Purpose and policies. When viewing the staff files we noted that; one induction form record was only partly completed and wasn't dated or signed by the manager and staff member. All files held health declarations, employment histories and a record of training courses attended by staff. One file did not hold the required two written references however the responsible individual confirmed that she had spoken to both referees over the telephone and that the written references were still being pursued. A second written reference for another staff member had recently been requested. None of the staff files viewed held copies of job descriptions. It is recommended that staff files are a focus for improvement and consistency.

The responsible individual has developed a schedule for supervision and appraisal sessions.

From the four staff questionnaire responses received, three staff felt that they received sufficient guidance from managers and all responses noted that they felt able to raise concerns with the person in charge and received individual supervision, although the frequency of the supervision sessions varied. This evidences the responsible individual's commitment to improving the service that parents and children experience by supporting and developing staff potential.

## Quality of environment

Children are cared for in an environment that is safe, secure and suitable for their purpose.

The nursery is welcoming, light, airy and clean. The daily cleaning rota and weekly toy cleaning schedule were displayed in the baby room. The children from the Tweenies and Toddler rooms eat their meals in the messy playroom/dining area by the kitchen. This is good practice as it allows them to have a change of environment, with the large seating area encouraging meal time to also be a social time. The parent responses received did not identify any health and safety issues and the premises was described as “always clean and tidy”.

The environment is stimulating as examples of children’s work to include babies hand and foot prints, a portrait gallery of photographs of the Tweenies and snapshots of the Toddlers engaged in a variety of outdoor activities, to include trips to Foel Farm, Conwy Nature Reserve and the Welsh Mountain Zoo were displayed in the three different playrooms. Plans are in place to continue decorating the Nursery and were evidenced by the outlines of further mural paintings sketched on the corridor walls. This will further contribute to the children benefitting from and enjoying a stimulating environment.

On the day, children in all three base rooms were seen to be engaged positively in indoor play and had resources accessible and available to them. One parent response suggested that the resources in the baby room could be updated and increased. The nursery is still a relatively young service at this site and the responsible individual spoke of her continued commitment to build up the resources available.

Due to inclement weather, the children did not spend time outdoors and the outdoor play equipment was stored. However, the babies daily diaries made numerous references to outside walks and this is supported by one of the parents who indicated that one of the reasons for their choice of nursery was the fact that children are taken on ‘nice walks locally’. Providing children with opportunities to enjoy time outdoors is beneficial as it promotes their physical well-being.

Children and Parents are reassured that they can be safe from strangers entering the premises. This is because when we arrived our identification was verified, we were asked to sign the visitors book and were only able to gain access to the playroom areas by staff letting us in. We also observed a second visitor at the premises on the day of inspection and their details were also recorded in the visitor book. This is good practice and contributes to ensure that children remain safe.

On the morning of the inspection the nappy changing room was seen to be clean and the changing mats in good condition, however it felt cold and the room temperature at 11:53am was recorded as 14°C. It is recommended that the responsible individual monitors the temperature in this room so that it remains comfortable and at the recommended 18 °C.

Four fire evacuation forms were viewed indicating the drill practices undertaken between June 2013 and January 2014. The responsible individual advised that an additional drill had taken place in December 2013 but had not been recorded. There was evidence of good practice with a fire drill being repeated in August in order to ensure smooth running and the next planned exercise identified as needing to include the holiday club children.

The general risk assessment of the premises was viewed and the file record showed

that the risk assessment had most recently been reviewed in May 2013 and January 2014.



**How we inspect and report on services** We conduct two types of inspection; baseline and focussed. Both consider the experience of people using services.

- **Baseline inspections** assess whether the registration of a service is justified and whether the conditions of registration are appropriate. For most services, we carry out these inspections every three years. Exceptions are registered child minders, out of school care, sessional care, crèches and open access provision, which are every four years.

At these inspections we check whether the service has a clear, effective Statement of Purpose and whether the service delivers on the commitments set out in its Statement of Purpose. In assessing whether registration is justified inspectors check that the service can demonstrate a history of compliance with regulations.

- **Focussed inspections** consider the experience of people using services and we will look at compliance with regulations when poor outcomes for people using services are identified. We carry out these inspections in between baseline inspections. Focussed inspections will always consider the quality of life of people using services and may look at other areas.

Baseline and focussed inspections may be scheduled or carried out in response to concerns.

Inspectors use a variety of methods to gather information during inspections. These may include;

- Talking with people who use services and their representatives
- Talking to staff and the manager
- Looking at documentation
- Observation of staff interactions with people and of the environment
- Comments made within questionnaires returned from people who use services, staff and health and social care professionals

We inspect and report our findings under 'Quality Themes'. Those relevant to each type of service are referred to within our inspection reports.

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