



Inspection Report

Meithrinfa Blagur Haf Caergeiliog

**Ysgol Caergeiliog Foundation School
Lon Bach
Caergeiliog
LL65 3NP**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

16/08/2023

About Meithrinfa Blagur Haf Caergeiliog

| | |
|---|--|
| Type of care provided | Children's Day Care Full Day Care |
| Registered Person | Lindsea Roberts |
| Registered places | 57 |
| Language of the service | Both |
| Previous Care Inspectorate Wales inspection | 16 March 2018 |
| Is this a Flying Start service? | No |
| Does this service promote Welsh language and culture? | This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort* to promoting the use of the Welsh language and culture. |

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| | |
|--|-----------------|
| <u>Well-being</u> | Adequate |
| <u>Care and Development</u> | Adequate |
| <u>Environment</u> | Adequate |
| <u>Leadership and Management</u> | Adequate |

For further information on ratings, please see the end of this report

Summary

Children are often confident communicators as their wants, moods and needs are generally considered. They cope with separation from their parents / carers because appropriate daily routines generally recognise and support their individual needs. Interactions between children and staff are positive. Half of children are generally engaged in their play and learning and have suitable opportunities to follow their own interests. Half of children are developing their independence skills appropriately.

Majority of staff are developing their understanding and are working towards implementing policies and procedures suitably. Majority of staff are responsive; they listen and respect children's views. Overall interactions are positive, demonstrating warmth and kindness. Majority of staff provide an appropriate range of play and learning activities.

The people running the setting ensure the environment is generally safe, secure, and reasonably maintained indoors and outdoors. The setting operates from two sites. The younger children's provision is situated opposite the local primary school and older children's provision situated in the grounds of the primary school. Their adequate infection control practices generally minimise any risks to children's health and safety. The people running the setting ensure the environment has sufficient indoor play space for children to move freely most of the time. They ensure the environment meets most children's needs and enables half of them to reach their full potential.

The people running the setting are committed to making improvements and create better outcomes for children. However, improvements are required in the younger children's provision to raise standards and meet regulations.

Well-being

Adequate

Children are generally happy and settled. Half of children are suitably interested and engaged in their play and learning experiences.

Children are generally confident communicators. They enjoy showing what they like to do and play with. For example, a child enjoyed colouring in sea creatures and pointed at and named each one correctly. When a younger child made a nonverbal request for their yoghurt the staff member responded straight away. Older children confidently explore their play area making choices and following their own interests well. For example, a child made a request to water the plants, and this is what they did.

Children settle quickly as they are greeted by friendly staff. They are familiar with the daily routines and show us how they wash their hands. A child was made to feel relaxed and comfortable while having their nappy changed and chatted happily with staff.

Many children interact suitably with their friends and those caring for them. They co-operate appropriately to tidy up their toys. Younger children become slightly agitated as there is not enough activities and good resources to keep them engaged and interested. For instance, a child snatched their friend's comforter to play with which made their friend unsettled. Children are praised with positive language for their efforts. Older children are learning to share and take turns well. They have lots of fun in the water tray practicing their filling and pouring skills. A child shows their friend how they can make the whale jump and they laugh together as the water splashes them.

Younger children are not being afforded the same rich play and learning opportunities as older children. As a result, younger children become disinterested quickly. For instance, a child was enthusiastic to build a train track but was disappointed as the pieces were not the right ones to fit together. A child chose to play in the home corner, but the lack of related props did not help the child to extend their imagination. Older children are fully engaged in their play and learning. For instance, a child had a lively discussion with staff during a nature themed activity. They showed staff how they use binoculars to see the 'birdies in the sky' and use a magnifying glass to explore 'insects in the garden'. Older children sustain concentration well as they complete puzzles.

Half of children are developing their independence skills suitably. For instance, younger children are missing out on opportunities to further develop their skills. For example, at snack time they do not have the experience of helping to prepare for meals or helping themselves. An older child developed their independence well as they chose to use the computer and pretended to have a conversation on the phone as they typed. Not all children are learning to do things for themselves with appropriate encouragement from all staff.

Care and Development

Adequate

Staff have a friendly, caring approach and manage interactions appropriately. They praise children for their efforts and celebrate their achievements.

Staff understand most of their role and responsibilities to keep children safe and healthy. First aid and safeguarding training is current and suitable for the ages of children cared for. Staff have a basic understanding of the safeguarding procedures they would take if they had any concerns about a child in their care. They record their concerns but do not provide an update on what actions have been taken and whether the matter is on-going or resolved. Nappy changing procedures are not fully in line with current infection control guidance. For example, protective personal equipment is not always used correctly. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Staff promote healthy lifestyles and encourage children to eat healthily and be active playing outdoors in the fresh air. However, staff are not following the Welsh Government Food and Nutrition guidance consistently. For instance, younger children were given one small portion of banana at snack time, and this did not meet their energy needs. The settings food and nutrition policy states that 'juice-based drinks' will be offered along with healthier choices of milk and fresh drinking water. During discussion with the registered person, she confirmed action would be taken to make sure children have enough snack to meet their energy needs and to only offer milk or water to drink.

Staff encourage children to wash their hands, and this helps to develop their personal hygiene practice appropriately. They complete accident and incident records, but these are not always clearly acknowledged by all parents and carers to evidence they are being kept informed. Staff record their own and children's daily attendance consistently but are not including the daily hours they attend. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Fire drills are undertaken at acceptable intervals but there is no information written in the outcome to aid improvements going forward.

Staff speak to younger children in a lovely manner, they demonstrate warmth and kindness. Staff fully engage older children in their play and learning; lively discussions are heard. They know children well and are responsive to their individual needs.

Staff plan and organise basic activities for younger children which do not fully engage or sustain their interest for appropriate periods. For example, younger children took more interest in the spilled water on the table than choosing an activity on offer. A staff member did organise a painting activity and some children had the experience of hand painting a paper plate fish which they enjoyed. Staff provided examples of children's daily diaries where they note each child's progress and development. Older children are afforded plenty of rich play based and learning experiences to develop their emotional, physical, language

and creative skills. Staff organised an opportunity for children to experiment mixing paint and to discover which colours could be made. They supported children's role play in the home corner through introducing a variety of props and asking questions to extend the child's thinking. They track older children's progress well and plan for their next steps in learning.

Environment**Adequate**

The people running the setting provide a generally safe and clean environment where children can play and learn suitably.

The people running the setting make sure there is an appropriate system to manage access to the premises. The setting is situated on two sites, however, only the younger children's setting had a visitor book. Risk assessments are generic and do not fully reflect the premises, resources, toys and activities and do not fully identify the potential hazards to children and what measures are in place to manage these risks. The people running the setting are not ensuring all staff are consistently implementing robust cleaning routines of the premises, toys and equipment. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. During discussion with the registered person, she confirmed she would take action and address these matters. The registered person has ensured information is available to everyone about how they would deal with emergencies. Staff supervise children appropriately.

The people running the setting ensure the environment has sufficient indoor play space for children to move freely. The people running the setting make sure there is a designated area for children to store their personal items and this creates a sense of belonging. However, the coat pegs are too high for the younger children to reach to help aid their independence. They make sure storage of toys and resources are easily accessible for older children. However, younger children's toy boxes are over filled making it difficult for children to see what is inside.

The people running the setting do not provide a wide range of toys and good quality resources in all playrooms. They ensure children have access to appropriately sized furniture. Children's artwork has been attractively displayed, showing children their efforts are valued. The people running the setting provide, for older children, attractively organised areas of learning both indoors and outdoors. These play areas are fully equipped with a wide-ranging selection of good quality re-cycled and natural resources to develop children's curiosity, sensory, language, numeracy and self-awareness skills. Areas for quiet time and rest are beautifully presented. However, this is not reflected in the younger children's environment. During discussion with the registered person, she acknowledged this and confirmed she would be taking action to address this matter.

The people running the setting raise some children's awareness of the world around them by providing different displays, dolls and resources, which show different cultures. They provide sufficient space for older children to learn about growing, planting, looking after wildlife and discovering insects.

Leadership and Management

Adequate

The people running the setting are hardworking and dedicated but further developments and improvements are required to create better outcomes for all children and meet regulations.

The statement of purpose provides parents and carers with the required information about what the setting offers. Policies and procedures are in place, but these are tailored for the hosting primary school and not the early years setting. During discussion with the registered person, she acknowledged this and confirmed action would be taken to address this matter. The registered person has submitted the self - assessment of service statement (SASS) to Care Inspectorate Wales (CIW). The people running the setting have a suitable understanding of their responsibility to promote the Welsh language and basic Welsh is being used throughout the day to raise children's awareness and use of the language.

The report reviewing the quality of care is a basic evaluation of the setting. The report includes the comments gathered from all those using the setting. However, this report is not fully acknowledging the identified areas within the provision which requires improvement and what action will be taken to aid development in future.

The registered person has made sure the disclosure and barring checks (DBS) for staff and their relevant training is up to date. However, the registered person has not ensured all the required information has been collated in the staff employment files and children's individual records. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Staff spoken with said they enjoy working at the setting and feel supported in their roles. The people running the setting ensure staff receive supervision and appraisal. A sample of these recorded discussions were presented, and the registered person confirmed she conducts them regularly to ensure staff can discuss their welfare, practice and training needs.

The people running the setting are at the early stages of developing community engagement with younger children. Older children have experienced visits to local attractions to raise their awareness of their community and local surroundings to better their social skills.

During discussions with the registered person, she acknowledged areas requiring more focus to improve within the provision and confirmed a proactive approach will be taken to address matters. The registered person is dedicated, she told us she is looking forward to driving improvements for children and working closely with all staff to help develop and improve their practice.

Summary of Non-Compliance

| Status | What each means |
|---------------------|---|
| New | This non-compliance was identified at this inspection. |
| Reviewed | Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection. |
| Not Achieved | Compliance was tested at this inspection and was not achieved. |
| Achieved | Compliance was tested at this inspection and was achieved. |

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

| Regulation | Summary | Status |
|------------|--|--------|
| N/A | No non-compliance of this type was identified at this inspection | N/A |

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

| Regulation | Summary | Status |
|------------|---------|--------|
|------------|---------|--------|

| | | |
|----|---|-----|
| 28 | The registered person must ensure all the required information has been gathered in the staff employment files to ascertain their suitability. | New |
| 20 | The registered person must ensure younger children have rich play and learning opportunities and experiences. The registered person must ensure toys and resources for younger children are of good quality and activities provided aid children's development and build on their natural curiosity. The registered person must ensure the environment encourages all children to be confident and independent to follow their own interests. They must ensure activities and experiences for all children have value and purpose. | New |
| 25 | The registered person must ensure risk assessments are fully reflective of the settings premises, activities, toys resources, and any outings children participate in. The registered person must ensure all staff understand and follow the current infection control guidance in relation to nappy changing procedures and implement robust and regular cleaning routines for the premises, toys and resources. | New |
| 30 | The registered person must ensure all of the required information has been collated in the children's individual records. The registered person must ensure staff record the hours of their own and children's daily attendance. The registered person must ensure there is a clear and consistent process to record parents / carers acknowledgement of children's accidents and incidents. The registered person must make sure staff update concern logs with actions taken and whether the matters have been resolved or are being monitored. | New |

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards

| Standard | Recommendation(s) |
|---------------------------------|--|
| Standard 12 - Food and drink | Ensure staff follow the Welsh Government food and nutrition guidance for child care settings to make sure snacks prepared are nutritionally balanced, of good quality and appropriate in quantity. |
| Standard 18 - Quality assurance | Ensure the Quality of Care Review Report represents continuous improvement to assess and improve the quality of care and outcomes for children. |

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice

| Recommendation(s) |
|--|
| Make sure all policies and procedures are tailored specifically for the setting. |

| Ratings | What the ratings mean |
|------------------|--|
| Excellent | These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being. |
| Good | These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being. |
| Adequate | These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children. |
| Poor | These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice. |

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