



Inspection Report

Meithrinfa Camau Bach (Aberystwyth)

**Canolfan Integredig a Hyfforddiant
Boulevard De St Brieuc
Aberystwyth
SY23 1PD**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

01/06/2023

About Meithrinfa Camau Bach (Aberystwyth)

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Meithrinfeydd Cymru Cyfyngedig
Registered places	75
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	29 January 2019
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

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<u>Well-being</u>	Excellent
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Excellent

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

Summary

Children thoroughly enjoy attending the setting. They feel very safe and secure in the care of staff. Children have fun playing with their friends and staff, they have a wealth of choice and opportunities to develop different skills. They develop their independence through a wide range of quality experiences.

Staff follow good policies and procedures which promote children's health and safety. Staff provide a warm and nurturing child-centred setting. They have a good understanding of children's individual needs and their development. Staff have warm and caring relationships with the children. They promote positive outcomes for children through their current knowledge and skills and their nurturing and caring attitudes.

Staff follow appropriate measures to ensure the building is safe and secure. They provide a child centred environment with furniture, toys and resources that are appropriate for children's needs. The outdoors is given a high priority and all aspects of the setting are clean.

People who run the setting have an excellent vision and sense of purpose which sustains improvements and promotes excellent outcomes for children. They are highly motivated and ensure robust policies, procedures, and records are in place. People who run the setting provide high quality support to staff.

Well-being**Excellent**

Children have many choices and opportunities to make decisions about how they spend their time. Throughout the sessions children move freely around their play areas and engage with activities that interest them. For example, some children chose to sit and listen to a story while others chose to play with the sensory toys. Children are confident to communicate their thoughts and ideas, as they know staff will listen and show an interest.

Children are exceptionally happy at the setting and feel valued. They develop warm and affectionate relationships with staff and clearly enjoy being in the company of other children. Children know the staff and daily routines very well, which helps them feel extremely settled and confident in their surroundings. For example, they transition very smoothly from play time to mealtimes as staff prepare them well in advance for this change. Children receive lots of encouragement and praise from staff when learning new skills, giving them the confidence to play and learn. They chat easily with staff, cheerfully engaging them in their play.

Children interact positively with their friends and staff. They are learning to be kind to their friends and to share toys and resources. Children play very happily alongside each other or together. We saw kind and considerate children helping each other to put on their shoes while others pushed each other in the pushchairs.

Children are highly motivated and engaged in their play and learning. We saw children enthusiastically take part in a wide variety of activities including completing a Mr Urdd treasure hunt in the garden and sensory activities with sprinkles in tough trays. They show very good concentration skills and join in eagerly with activities on offer to them. Children benefit from an excellent variety of age-appropriate play and learning resources. For example, pre-school children showed much curiosity and fascination as they explored the garden, picking different leaves and petals to create a cake in the mud kitchen.

Children have excellent opportunities to develop their independence. They are provided with a variety of age-appropriate experiences to practise their self-help skills. For example, at lunch time children eat independently and voice their wishes for more food. Toddlers proudly attempt to put on their shoes when it's time to play outside. Children of all ages confidently choose activities, which supports them to develop independent thinking skills and make their own decisions. Older children readily help to tidy away at the end of a play session and know where to store toys and resources.

Care and Development

Good

Staff work very effectively to keep children safe and healthy. They understand and consistently implement their policies, promoting healthy lifestyles, physical activities, personal safety and well-being. Staff encourage healthy eating and provide a wide range of nutritious food. They respond warmly to children's requests when they want more or if they ask for an alternative. Staff carry out regular cleaning and follow good hygiene procedures; for example, they consistently remind children about washing hands. They work effectively to keep children safe; frequently moving around the various areas interacting with children or supporting them. Staff have a thorough understanding of their responsibilities to protect children. They answer confidently about what to do if they had any child protection concerns. Staff record children's actual attendance times and are confident to deal with accidents and incidents. They understand how to administer prescribed medication safely.

Staff create positive relationships with the children. Their interactions are consistently engaging, demonstrating warmth and kindness; they respect and listen to the children's views. Staff frequently offer praise and encouragement, and they are excellent role models to the children; prompting "please" and "thank you" when appropriate and sitting with them at mealtimes to support their social skills. Staff fully understand the behaviour management policy and consistently implement positive behaviour management strategies. They speak softly to the children and use positive reinforcement as well as stickers.

Staff ensure children are at the centre of their own learning and development; supporting their choices and allowing them opportunities to explore and experiment by following their own interests. Staff make observations of children during activities to help them develop. They are committed to providing a wide range of play and learning activities. Staff are working to implement the principles of the Curriculum for Wales through 'planning in the moment', which ensures they successfully follow the children's lead. Staff support and provide for children with additional needs, including emotional and behavioural difficulties. They effectively use language that is appropriate for each child's individual needs and stage of development. Staff support their language skills including consistent use of the Welsh language.

Environment**Good**

People who run the setting have effective measures in place to ensure everyone fully understands their responsibilities in relation to the safety and welfare of children. They ensure the environment is safe, secure, and well maintained indoors and outdoors. There is plenty of room for children to play and learn. However, free flow between the indoor and outdoor spaces was restricted during the inspection due to ongoing building work.

People who run the setting effectively organise consistent cleaning routines that reflect good hygiene practices. They have appropriate infection control practices which successfully minimise the risk to children's health and safety. The doors are kept locked at all times and children, visitors and staff are routinely signed in and out. People who run the setting complete daily checks of the premises and all maintenance checks for the building and appliances are up to date. They complete comprehensive risk assessments that cover all aspects of the environment, which they regularly review and take appropriate action if needed. Fire drills are practised frequently, and people who run the setting maintain detailed records to ensure that all staff and children can evacuate the building in the event of an emergency.

The premises are warm, welcoming and accessible to all. People who run the setting use the space effectively, both indoors and outdoors. They ensure the environment meets children's needs and helps to build their confidence by ensuring they can move around freely and explore. People who run the setting support the children to use the outside area frequently as there is a canopy which provides shade and shelter. They care for children in an environment that meets their needs and enables them to be creative and explore confidently and independently. People who run the setting extend children's knowledge and development by offering a wide range of resources and interesting spaces which challenge and consistently stimulate their curiosity and interest. The outside enclosed area provides sufficient room for children to explore a variety of outdoor play experiences, which includes climbing frames, slide, mud kitchen, planting areas, a tunnel and a large wooden boat.

People who run the setting ensure children can access a variety of authentic resources and equipment. They provide good quality furniture and resources that are suitable for the developmental needs of all the children. There is appropriate furniture for children to sit at ease to undertake tabletop activities and eat their food. The toilets are child sized and support children to develop their independence skills.

Leadership and Management

Excellent

Leadership and management of the setting is exemplary. There is a clear statement of purpose providing parents with full and accurate information about how the setting runs. People who run the setting are dedicated and motivated to continually improve upon the service they offer. They manage the setting in line with the regulations and above the National Minimum Standards. Policies and procedures are of high quality and implemented by staff in practice.

People who run the setting work very hard to provide a quality care provision to children and their families. The staff team are enthusiastic, motivated and enjoy their work. People who run the setting maintain a very well organised environment and all documents are easily accessed and in very good order. Staff files are of excellent quality and all relevant checks carried out to ensure staff are suitable to work with children. Staff receive highly effective supervisions and annual appraisals, which enable them to identify their strengths and areas for development, continually improving their practice. New staff are very well supported during their probation with a thorough induction process. The number of qualified staff exceeds the national minimum standard requirement ensuring children are always well cared for. Staff have very good opportunities to receive additional training as required.

People who run the setting monitor the quality of service and plan for improvements very effectively. They regularly seek feedback from parents, children, staff, and outside agencies. This information is used to inform the annual quality of care report and draw up a detailed action plan to address any areas of development. The people who run the setting have recently developed a communal library within the setting. This is a space that parents and children can use together to sit and share stories, borrow books or to chat with other families.

The setting has established strong and positive relationships with parents. Parents receive frequent feedback via a digital app to communicate in real time, which also allows parents to respond or contact the nursery. Staff send photographs of their children at play and observational notes on their development using the app. This keeps parents extremely well informed. Beneficial partnerships are developed with local authority advisers and support agencies such as speech and language. Such strong partnerships help promote excellent outcomes for children.

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
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N/A	No non-compliance of this type was identified at this inspection	N/A
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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 7 - Opportunities for play and learning	Continue to embed the principles of the Curriculum for Wales

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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