



Inspection Report

Meithrinfa Teifi Tots Nursery

**Clydfan
New Road
Newcastle Emlyn
SA38 9BA**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

22/06/2021

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About Meithrinfa Teifi Tots Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Teifi Tots Limited
Registered places	30
Language of the service	Both
Previous Care Inspectorate Wales inspection	15 May 2015
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.

Summary

This is an inspection undertaken during the Covid 19 pandemic, therefore we have focused on the priority areas for this service and not the full quality framework.

Children feel safe, settled and valued at the setting. They interact positively with care staff and other children and have developed strong relationships. Children show enthusiasm and excitement when participating in activities and follow their interests.

Care staff work effectively to keep children safe and healthy. Overall, they follow the setting's policies and procedures to safeguard children. They are positive role models and work consistently to develop children's skills, knowledge and independence.

The person who runs the setting provides a safe, secure and welcoming environment. She has a range of good risk assessments in place and carries out regular safety checks. There is a wide range of resources and equipment for children to use.

The person who runs the setting is a well organised and effective leader. She has a range of clear, purposeful policies in place. She keeps appropriate records. However, some need further development. The person who runs the setting ensures she employs suitable staff and has developed good relationships with parents.

Well-being

Children have a very strong voice at the setting. Children know their communication is valued and express their wishes and needs confidently. For example, during snack a child shook their head when asked if they wanted more food. They freely choose to participate in focused activities and children explore storage baskets independently.

Children feel very safe, happy and valued. For instance, children enthusiastically showed the care staff different bugs they found on their bug hunt. They eagerly follow instructions and requests from care staff and sit with them when looking for reassurance. Children have bonds of affection with care staff and as a result were comfortable, settled and relaxed. Younger children babbled happily to staff while playing and older children shared their play and activities with care staff.

Children interact positively with other children and the care staff. For instance, children smiled excitedly at the cook when she brought in their afternoon tea. They show a good level of interaction for their age and are developing friendships. For example, one child requested an additional cloth for the car wash to give to his friend and a younger child pointed and smiled at a picture of one of their friends on the wall.

Children thoroughly enjoy their play and learning. For example, children excitedly talked to staff while looking for bugs and eagerly helped to set up an activity within the play room. They sustain interest for an age appropriate amounts of time and are in control of their play and learning. They engage with the resources and the people around them. For instance, children happily looked at themselves in the mirror or used the water outside to recreate their car wash activity from a previous session.

Children develop highly effective independence skills through the opportunities given to them. Toddlers and older children access toys and resources independently as well as being able to pour their own drinks. Children are encouraged to participate in focused activities to develop skills as well as having free choice. For example, children could take part in a painting activity or they could choose somewhere else to play.

Care and Development

Care staff work positively to keep children safe and healthy. Care staff follow the setting's health and safety policies and procedures. For example, they completed a risk assessment before going on an outing and completed an evaluation of the outing upon returning. Care staff followed generally good hygiene with the children and work effectively to keep children safe. For example, care staff discussed and encouraged children to put on sun cream and wear their hats when going outside. However, during a nappy change, they did not wipe the changing mat after each use. Care staff follow the service's Covid 19 procedures. For example, regularly sanitising their hands and socially distancing from each other.

Care staff work positively to manage children's behaviour and follow the setting's policy consistently. They are calm and sensitive to children's needs and are good role models for children. They consistently use positive reinforcement and praise with the children. For example, care staff encouraged children to share resources and one child beamed proudly after she received praise for washing and drying her hands independently. Care staff talk to children throughout the day, asking questions, giving reassurance and discussing their play. For instance, during nappy changing, care staff talked to the children, keeping them relaxed as well as counting down when they were ready to pick the child up from the mat.

Care staff encourage children to participate in focused activities as well as supporting their choices if they want to play elsewhere. For example, younger children could take part in a sorting activity but some instead chose to take out toys. Care staff encourage children to be independent throughout the age ranges. For instance, babies are encouraged to drink from their Sippy cup themselves and older children are encouraged to try to put their own shoes on. Care staff observe the things children can do and keep detailed records of children's development and progress, using these records to plan purposeful activities and next steps. They ask for children's input into planning activities through discussion and the use of mind maps to ensure they follow children's interests. Parents commented that they felt their children were developing and progressing at the setting. They said they had noticed their children using more Welsh language since attending the nursery.

Environment

The person who runs the setting ensures that the environment is safe and secure. Care staff undertake daily room risk assessments and record daily room temperatures. They follow and undertake a daily cleaning schedule and carry out regular fire drills. The person who runs the setting completes good risk assessments for all areas of the environment and reviews these regularly. There is a secure system for entry to the setting and a record of visitors. The person who runs the setting ensures she completes safety checks regularly, such as safety tests on portable electrical appliances, the heating system and fire prevention equipment.

The person who runs the setting provides an environment which is welcoming, bright and well maintained. They provide a well laid out environment, which encourages children to access toys and resources independently. There are separate areas for younger children with soft flooring, which allows them to explore and to develop their physical skills. They also provide a room in which babies can sleep undisturbed.

Children access a range of toys and resources suitable for their age and stage of development. The environment supports children's independence and provides stimulating play activities and the outdoor area is an additional learning space. The person who runs the setting provides children with appropriate sized equipment and offers natural resources and open baskets for children to explore.

Leadership and Management

The person who runs the setting has very effective leadership. She provides a clear statement of purpose which reflects what the service offers. She has a range of clear policies, risk assessments and procedures in place and while she dates some for review purposes this is not consistently done on all documents. The person who runs the setting has developed a range of records including accident, medication and permission sheets. There is also an incident/existing injuries book. However, it is very basic and it does not record much detail. The person who runs the setting keeps a record of children's attendance and who is working directly with the children. However, she did not record the staff working to cover staff breaks. Since the inspection, the person who runs the setting has developed and implemented a new register to reflect who is working directly with the children including during staff breaks.

The person who runs the setting carries out yearly self-evaluation. She collects views from parents, staff and children and produces a basic quality of care report. Parents said that they felt that they could share their opinions and views with the service.

The person who runs the setting has a well organised record of all of the pre-employment checks for staff in place. However, one staff member only had one reference. Since the inspection, the person who runs the setting has confirmed that all the staff members have two references in place. All staff have valid Disclosure and Barring Service certificates and attend regular training. The person who runs the setting carries out regular supervisions and appraisals which include discussions on performance, improvements required and an action plan. Staff commented that they feel well supported and find these meetings worthwhile. The person who runs the setting implements a suitable induction procedure which supports staff in different aspects of nursery life. She ensures that she meets the National Minimum Standard ratios and that she deploys staff to support children effectively.

The person who runs the setting has developed positive relationships with parents. The setting keeps parents informed through the use of a family app as well as sending letters to parents. Parents said that they were extremely happy with the service and they are kept up to date with any changes. For example, the setting informed parents of the nursery's plan to adopt the curiosity approach. Parents said that their children are settled and they love attending.

Recommendations to meet with the National Minimum Standards

R1 – Ensure all staff follow the nappy changing policy.

R2 – Further develop existing injuries and incidents records and procedures.

Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
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Areas where priority action is required

None	
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Areas where improvement is required

None	
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