



## Inspection Report

**Meithrinfa Bach Hapus Nursery**

**Borthwen  
Ffordd Penmynydd  
Llanfairpwllgwyngyll  
LL61 5JH**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date Inspection Completed**

25/01/2022

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## About Meithrinfa Bach Hapus Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Samantha Hughes
Registered places	34
Language of the service	Both
Previous Care Inspectorate Wales inspection	29 March 2019
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No The 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.

## **Summary**

Children make their own choices and decisions and their interests are valued. They are settled and interact well with each other. Children are happy and are beginning to learn how to look after themselves. Most of the time staff keep children safe, healthy and provide responsive care. They are kind and use effective techniques to promote positive interactions. Staff plan suitable activities most of the time to keep children busy and occupied. However, activities do not always suit all of the children's ages and stages of development.

People who run the service ensure the premises are secure but need to improve how they manage, and where possible eliminate, potential hazards to children. We have issued a priority action notice in relation to this matter. People who run the service make the environment welcoming to children and provide a selection of suitable toys and equipment most of the time.

People who run the service generally understand their role and responsibilities but improvement is needed in relation to the employment and deployment of staff. We have issued a priority action notice in relation to this matter. People running the service have established suitable partnerships with parents, for children's benefit.

## Well-being

Children are able to choose what they want to play with and with whom. Some choose to play on their own whilst others like to play alongside each other. Children have a voice and are listened to. For example, when a child tells staff they do not like custard with their fruit, they are quickly provided with what they want.

Children feel secure and naturally sit on a staff member's knee when they want comforting. They confidently tell us it is Mr Urdd's birthday today, they like coming to the nursery and their favourite food is beans. Children happily discuss what they are having for their birthday at lunchtime and chat politely with each other and staff as they eat. They settle quickly after arriving at the nursery and are pleased to see and play with their friends.

Children interact appropriately for their ages and, for example, they take turns to colour a rainbow and chat with each other whilst playing. They listen to instruction without fuss and, when asked, all join a group activity before lunch. Children speak respectfully with each other and staff, showing they are learning good manners.

Most children engage in their play and participate in a suitable selection of activities. For example, preschool children excitedly experiment with different textures in the exploratory tray. They use the straws to blow different objects and enjoy covering their hands in the glitter. Children tell us they are building a princess tower and proudly smile as they show us the colourful construction when they finish. Babies are suitably occupied some of the time. They enjoy staff singing a song as they play the xylophone and giggle when they sit together at a craft activity. They spend time drawing shapes, looking at books and shyly playing peek a boo with us.

Children are learning how to look after themselves and use the toilet and handwashing facilities independently. Nearly all children who are old enough to do so, feed themselves. Children are beginning to develop their imagination well. For example, they use a play mat as a tent and sit inside making up stories. Most of the time, their language is developing appropriately through the conversations they have with each other and staff.

## Care and Development

Most of the time, staff keep children safe and healthy; they follow appropriate procedures should they have concerns about a child, in line with their safeguarding policy. Two staff held a suitable paediatric first aid qualification, one of whom was responsible for school runs. Staff keep daily attendance registers to make sure everyone can be accounted for. Accident, incident and medication records are maintained appropriately. Staff contact parents in the event of a child sustaining a head injury but these conversations are not currently recorded. Staff conduct regular fire drills in order to make sure they all know how to exit the premises in an emergency. The cook prepares freshly made meals, making sure they are healthy and drinks of water are provided throughout the day. Staff follow appropriate infection control guidance most of the time, in order to manage and where possible eliminate potential cross contamination. For example, staff wear disposable aprons and gloves during mealtimes but an amendment to the nappy change procedure is required in line with current guidance.

Staff are kind towards the children and speak to them at their level and with respect. They give instruction clearly, making sure children understand. Positive interactions were seen when distraction was used effectively at lunchtime in order to keep children engaged whilst waiting for their food. Staff make sure they acknowledge children's achievements using praise and celebration.

Staff are responsible for planning children's activities during the year and appropriate development records are kept for each child. Activities do not always suit all of the children's ages and stages of development. For example, books read to babies need to be read slower in order to hold their interest. However, staff make learning fun when they have a singing session with the older children in the toddler room. For example, they all laugh and giggle learning about the different parts of their body in a song they want to sing quicker and quicker. Staff are responsive most of the time, making sure they are on hand to comfort and reassure children when needed.

## Environment

People who run the service have suitable procedures to ensure the premises are secure and no one can access without authorisation. For example, doors are locked, our identity was checked and we were asked to sign the visitors' book. Procedures are in place to manage Covid 19 including appropriate cleaning lists for the premises, resources and equipment. The registered person has written risk assessments for the premises but during our visit, all potential hazards to children had not been identified and where possible eliminated. A priority action notice has been issued regarding this matter.

People who run the service confirmed children did not usually use the grassed outdoor area during the winter months as it can become waterlogged. It was further confirmed by the registered person, outdoor toys and equipment will be checked to make sure they are in good order, when this area is used later in the year. The environment is welcoming to children as their craft work is displayed and they have their own named pegs to hang coats and bags, offering a sense of belonging. Furniture such as low level tables and chairs allow children to eat together or participate in group activities. The environment and resources currently in use, are clean and in suitable repair.

Most toys and equipment suit the children's ages and stages of development. For example, children use cots or low level rocker seats for sleeping and an assortment of building shapes to create different constructions. Suitably furnished imaginary play resources provide opportunities for children to develop play and learning skills, such as language, social and intellectual.

## Leadership and Management

People who run the service generally understand their role and responsibilities but improvement is needed in relation to the employment and deployment of staff. The statement of purpose, sets out the service's aims and objectives and the service is working towards providing the Welsh Government's Active Offer. The registered person responded positively to the issues raised during the inspection and confirmed staff files had been revised to include the required information. She further confirmed staff had checked for any further hazards in the baby room and she would be considering how best to deploy suitably qualified staff to care for the children.

People who run the service completed the required CIW paperwork online in 2021, which included an annual quality of care report. The report notes the positive feedback received from parents, their children and staff. Parents we spoke to confirmed there is good communication with staff and staff cater well for their children's individual needs. However, the annual report needs to note improvements made and those planned for the future.

People who run the service need to make sure the person in charge is supernumerary to the staff: child ratios so they can oversee and manage the nursery effectively. This would also enable the person in charge to ensure children are supervised well by suitably qualified and experienced staff at all times. This was not always the case during the day as qualified staff were responsible for routine, daily tasks meaning unqualified and inexperienced staff were left occasionally on their own with young children in the baby room. Staffing ratios did not always meet National Minimum Standards' ratios of 1:3 children in the baby room. The registered person has been issued with a priority action notice regarding this matter.

People running the service make sure parents are kept informed. For example, we heard staff giving parents a verbal account of their child's day when they come to collect them. Parents share relevant written and verbal information about their child with staff before their child starts so staff can provide the care each child needs. Parents told us they found the service's app beneficial in keeping them informed about their child's day at the nursery.



## **Recommendations to meet with the National Minimum Standards**

R1. To keep a record of conversations with parents when reporting a head injury to them over the phone

R2. To develop the quality of care review to include improvements to date and those planned for the future

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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
25	Toys unsuitable for the ages of children being cared for.	New
27	Children were not always appropriately supervised by a sufficient number of suitably qualified, skilled and experienced staff.	New

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
N/A	No non-compliance of this type was identified at this inspection	N/A
28 (1) (a)	Regulation 28 of The Child Minding and Day Care (Wales) Regulations 2010 ("the 2010 Regulations"): Suitability of workers:	Achieved
29 (1) (a)	Regulation 29 of The Child Minding and Day Care (Wales) Regulations 2010 ("the 2010 Regulations"): Employment of staff:	Achieved
30 (1) (b) Sch3.06	Regulation 30, [Schedule 3] (6) of The Child Minding and Day Care (Wales) Regulations 2010 ("the 2010 Regulations"): Keeping Records:	Achieved
31 (1)	Regulation 31 [Schedule 4] (10), of The Child Minding and Day Care (Wales) Regulations 2010 ("the 2010 Regulations"): Provision of information	Achieved
	the registered person had not informed us of a change in staffing roles and that the deputy had been off on maternity leave.	Achieved

<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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