



Inspection Report

Meithrinfa Trysor Bach

**Betws County Primary School
32 Betws Road
Ammanford
SA18 2HE**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

29/06/2023

About Meithrinfa Trysor Bach

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Carmarthenshire County Council Child Care and Play Services
Registered places	12
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	13 December 2017
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>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Adequate

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

Summary

Children have a strong voice and are confident communicators. They feel safe, happy and valued by staff. Children's interactions with staff and other children are good. Children enjoy their play and learning opportunities. They are developing suitable independence skills.

Staff keep children safe and healthy. They manage interactions with children positively and are good role models. Staff promote children's play learning and development and meet their individual needs very well.

People who run the setting ensure the safety of the environment is prioritised. They make sure the environment is suitable indoors and outdoors, with a good range of toys and resources for the ages and stages of children cared for.

People who run the setting are organised and have a clear vision for the future of the setting. People running the setting regularly review the quality of care and obtain views and ideas of parents to make future improvements for the setting. People who run the setting follow adequate recruitment processes. Partnerships are strong.

Well-being**Good**

Children have a strong voice. They confidently move around the learning areas, accessing resources of their interest. Children feel comfortable and safe at the setting. They happily give their comforters to staff when they arrive. Children know their opinions and interests are acted upon and respected. For example, during a craft and painting activity, children used their own ideas to print a butterfly pattern. Children feel confident to make choices to meet their own needs. They chose to have a lie down on a bean bag and helped themselves to a blanket to relax.

Children feel safe, happy and valued. Most children arrive at the setting feeling content and play alongside others. For example, they immediately play with the role play resources. Children feel valued and have a sense of pride. They smiled when staff gave them praise for placing their coats on the pegs, and when staff cheered them for recognising animals in books. Children engage well with staff. They proudly showed and named the cartoon characters on their jumper and trousers.

Children's interactions are good. They interact well with staff who are very familiar to them. Children follow instructions given by staff. They listen well when staff advise them to be careful whilst running. Children have good attachments with staff. They went to staff for cuddles when needed. Children interact positively and share well. During small world play, they share the pirates and dinosaurs successfully. Children are starting to form friendships. They told staff that they missed friends who were absent. Children show politeness towards staff. They respond positively when staff encourage them to say 'please' and 'thank you' at snack time.

Children enjoy their play and learning opportunities. They happily engaged in an imaginary play activity with sharks in the sand and sang the baby shark song. Children enjoy mark making activities. They made marks and lines with chinks outdoors, made patterns with their fingers using foam and used a computer program using the interactive white board. Children concentrate for a good, sustained time. During a role play, they pretended to play the doctor and patient, and used resources such as a thermometer and stethoscope. Children follow their own interests and are excited by books. They helped themselves to a book about dinosaurs and roared loudly as they were looking at the pictures.

Children are developing some independence skills. They have suitable opportunities to develop their physical skills. They used resources that promote creative and fine motor skills successfully. Children listened attentively during circle time and shared feelings with staff. There are some opportunities for children to develop independence skills at snack time as they poured milk and water for themselves. However, the opportunities to develop independence skills are minimal.

Care and Development**Good**

Staff keep children safe and healthy. They have regard to the Welsh government's Food and Nutrition guidance for childcare settings. They provide healthy choices for children during snack time, which include milk, water, a good range of fruits, yoghurts, cereals and toast. Those who prepare snacks for children wash their hands and use suitable personal protective equipment (PPE) to prepare foods and sanitise tables before snack time. Staff take responsibility to meet children's needs. They meet children's dietary and health needs. Staff adhere to the nappy changing policy using appropriate protective clothing and sanitise the areas between each change. They have a very good understanding of child protection procedures and responded well to scenarios discussed during the inspection. Staff have up to date mandatory training in paediatric first aid, safeguarding and food hygiene. Accidents, incidents, and previous injuries are all recorded including signatures of staff and parents.

Staff manage interactions with children positively. They are positive role models, showing politeness towards children as they engage with them. For example, they took children's coats and bags from them and said 'thank you' as they did so. Staff meet the needs of children sensitively. They engaged with the children well, respecting children's desires to have their comforters at times. Staff encourage good behaviours in children. They quietly encourage children to slow down as they ran around with their cars excitedly. Staff recognise children's talents and achievements. They asked children if they wanted to go to the toilet and staff responded, *"Ah, you're a superstar aren't you!"* Another example was when they recognised children's abilities to speak and recognise words, saying *"Good talking! Da iawn!"* Staff praise children who tidy up and use their manners at snack time.

Staff promote children's play, learning and development and meet their individual needs very well. They have effective processes to observe and assess children's abilities and use this information to plan for children's future next steps. Staff implement 'in the moment' planning in relation to children's interests. They have a good understanding of additional learning needs. Staff know the children well and understand their daily needs, as well as the processes they need to follow to gain additional support and make referrals for children who need support. They develop children's language skills well. Staff enhance children's recognition of colours, words and counting in Welsh through play. They also promote children's Welsh and English language by singing songs. Staff arrange activities which promote children's knowledge and understanding of cultures and diversity, as well as the Welsh dimension.

Environment

Good

People who run the setting ensure the safety of the environment is good. Maintenance checks for the building are updated and checked regularly. The robust and detailed risk assessments are regularly reviewed by the leader. Daily checklists and risk assessments are completed by staff and manager. Fire drills are conducted. However, fire drills are not conducted regularly. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

People who run the setting ensure the environment is suitable. The environment is spacious indoors as there are areas which promote the interests of the children, and the resources are accessible for children. The toileting and changing areas provide suitable privacy and dignity for children as well as a nappy changing area. There is liquid soap and paper for children to wash and dry their hands. The environment provides a sense of belonging for children who attend the setting. There are photos of the children around the room and their craft work is celebrated on the display boards. Children have the opportunity for social interactions during eating and tabletop activities on the low-level table and chairs. There are areas which give children time to relax. The spacious outdoor area is shared with the younger children of the primary school and therefore there is no current free-flow access to the outdoor area.

People who run the setting ensure the quality of the resources and equipment are good and suitable for the age and stage of the children. A range of resources are at the children's level and accessible to them. People who run the setting ensure there are opportunities for children to access resources which enhance their creativity, language and curiosity with resources such as Welsh books reading corner, puzzles, construction kits, small world play and creative resources. The outdoor area is secure and provides opportunities for creativity, physical development, role play mud kitchen and mark making. There are books, dolls, puppets, puzzles and role play resources that enhance children's awareness of cultures and diversity.

Leadership and Management

Adequate

People who run the setting are organised. They have a clear vision for the future running of the setting. People who run the setting regularly update their policies and procedures and implement these in practice effectively. The statement of purpose has been updated and shared with Care Inspectorate Wales (CIW) during the course of inspection and is compliant with regulation and meets national minimum standards. Ratios of staff to children are correct in order to meet the needs of children. People who run the setting understand their roles, responsibilities and procedures to follow if there was a child protection concern or an allegation made against them. Public liability insurance is valid. Those running the setting keep the required records. These include contracts and permissions for children which include emergency contacts, medical and dietary information.

People running the setting regularly review the quality of care. They collect views of parents, children, staff and many outside agencies and organisations in order to develop and improve the setting. They provide a detailed report and recognise areas for future improvement.

People who run the setting follow adequate recruitment processes. They ensure most suitability checks are in place and all staff have current disclosure and barring service (DBS) checks. However, documentation in relation to references for one member of staff were not presented on the day of inspection. During the course of inspection, those running the setting have acted promptly to seek the references. While no immediate action is required, this is an area for improvement. People who run the setting ensure that all staff receive good induction processes. Supervisions and appraisals are regularly conducted, and mandatory training is in place. However, Welsh language training for staff would be beneficial for staff. Staff meetings are conducted regularly. There is a good working relationship between staff members and those running the setting which creates a good healthy working ethos. The Self-Assessment Service Statement has been completed and they have informed CIW of changes to the setting during the course of inspection.

Partnerships are strong. Those running the setting communicate with health visitors, and other support services. They engage with parents and carers through webform apps, where they inform them of future events, as well as children's needs and pictures of children. Letters and newsletters are shared with those using the setting. People running the setting have a 'suggestions box' for parents which is located near the entrance. They arrange trips to the local park and other attractions such as community farms and parks. Those running the setting take part in forest school activities, community events and fayres. Parents and carers are invited to open afternoons at the setting. Parents and carers told us their children are happy attending and make good progress. They feel that the staff are fantastic.

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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38	Ensure fire drills are conducted regularly	New
28	Ensure staff suitability checks are in place.	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)
	No NMS Recommendations were identified at this inspection

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)
To further develop children's independence skills
To develop Welsh language training opportunities for staff

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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