



Inspection Report

Meithrin Tredelerch

**Scouts Hall
Cemeas Crescent
Rumney
Cardiff
CF3 1TA**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

21/09/2022

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About Meithrin Tredelerch

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Meithrin Tredelerch Limited
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	This is a service that is working towards providing an 'Active Offer'.

<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 happy and settled at the setting. They have close relationships with each other and with staff, which helps them feel safe and valued. Children can make choices about how they spend their time in the environment. Their independence skills are developing by participating in the activities on offer.

Staff are professional, appropriately qualified and enjoy their work. They are kind, caring and interact well with children. Overall, staff keep children safe and implement suitable routines, policies, and procedures. However, nappy changing procedures and the behaviour management policy are not always followed consistently. Fire drills are not conducted regularly enough for all children to be familiar with procedures. Interesting age-appropriate topics are planned and these engage the children.

The environment is secure and adequately maintained overall. However, the people who run the setting do not always identify risks and hazards to ensure safe play for children and ensure compliance with regulations. We have issued a priority action notice and the people who run the setting must take immediate action to address this issue. A range of suitable age appropriate indoor and outdoor resources promote children's development.

Many areas of leadership and management are effective, but some regulatory matters require attention. There are suitable policies and procedures in place but many need to be reviewed, and record keeping is inconsistent. Staff feel listened to, and, as a result, they feel valued and supported. Partnerships with parents are positive, and they speak highly of the person who runs the setting, the staff, and the care their children receive.

Children feel safe, happy and valued at the service. They talk to care staff spontaneously to seek reassurance or support. When they fall over, they approach staff for comfort and also ask when they need to go to the toilet. They chat and share information with staff whom they regard as trusted adults. For example, one child chatted about her day in school. With some adult prompts, they can use some incidental Welsh such as 'ydw' and repeat adult modelled phrases.

Many children separate easily from their parents, settle well into their groups, and have close relationships with familiar staff and children. They have positive emotional bonds with staff, which helps them settle quickly. Children who find separation from parents more difficult, seek comfort and hugs from staff. Children approached us confidently and were proud to show us their drawings and discuss them.

Children interact positively with their friends and with those caring for them. During mealtimes, they engage in hand washing and sit nicely at the table when eating. They are able to wait their turn when staff serve them with fruit and water, thanking the staff. Interactions between children are generally appropriate. For example, two children played successfully in the water tray, sharing resources, and taking turns to slide the animals into the water. However, a minority of children are learning to manage their own behaviour, such as pulling each other by their clothes a little roughly whilst playing.

Children play confidently, generally accessing activities that interest them. For example, we saw two children engaged in role-play for a sustained period. They used the tea pot and real leaves to make tea, took turns to serve and sit at the table while drinking the pretend tea and chatting. Children move independently between activities provided indoors and use the outdoor area at set supervised times. However, children do not access the toilets independently. Children sometimes initiate their own play. For example, a child moved to the construction role play area and persevered with the digger to move the play sand carefully.

Care and Development

Adequate

Staff have some understanding of their role and responsibilities to keep children safe and healthy. They check the temperature of the fridge daily and use a check list for the snack and meal areas. They wash their hands regularly, use disposable tissues and clean surfaces ahead of mealtimes. However, nappy changing procedures aren't followed in line with the setting's policy. Staff are aware of the safeguarding policy and their duty to report to the person in charge. However, when asked about their individual responsibility to report, they were not able to answer confidently. Fire drills are timed, evaluated, and completed every three to four months. However, they are not regular enough to include all children that attend the setting during all the sessions offered.

Many members of staff treat children with dignity and respect. They are sensitive to the needs of the children, providing care and affection. They give hugs when needed to provide comfort and reassurance. Most staff members understand the behaviour management policy's aim to promote positive behaviour. However, a minority are not always consistent in modelling and encouraging the positive language and behaviour strategies in line with the setting's policy. For example, using phrases such as "I don't think that's funny" or "I'm not impressed" when children are running around the hall". Many staff members are skilful in managing children in a large group activity. During a singing session they use lots of gestures and movement. As a result, children are engaged and have great fun.

Many staff promote children's learning through appropriate questions in Welsh. For example, while children draw pictures, staff ask appropriate questions such as "*Pa liw yw hwn?*" [*What colour is this?*]. At story time, they take opportunities to reinforce counting skills and use signs to reinforce new Welsh vocabulary. Interesting topics and age-appropriate thematic work is planned, and they use a mind map to record children's input. This is done using a broad overview planning document which allows for some skills development. For example, children have recently been growing their own plants which they will soon be eating. Developmental files provide photos of children's activities, and they are annotated with the children's achievements in relation to the skills of the areas of learning. Staff have plans to develop a system to identify children's next steps and to incorporate this into the planning. Staff are committed to use as much Welsh language as possible, and the English translation is used when needed. Welsh vocabulary is introduced during focused activities such as the daily register and singing.

Environment

Adequate

People who run the setting ensure the premises is secure and that no unauthorised visitors can enter. A log of permitted visitors is kept as required. The responsible individual ensure records are kept of children's arrival and departure time at the setting. Staff also sign in and out of the building. There are basic risk assessments and daily safety checks in place for the building. However, these fail to identify a number of hazards across the setting. For example, there are sharp edges to the side of storage boxes in the building, rope hanging from the flagpole outside and a large new storage container and shed in the outdoor area. Cleaning materials are stored in the hallway and toilet and are accessible to children. Many other recommendations made during the registration inspection in relation to the environment have not been actioned. Whilst not an exhaustive list, these include restricting access for children to the side of the building, covering all exposed pipes and radiators, fingerguards to the doors and protection to the rough surface of the building. These issues mean there are times when children are not protected from potential risks to health and safety within the environment. We have therefore issued a priority action notice. The responsible individual must take immediate action to address this issue. The responsible individual has since informed us by providing photographs that many unsuitable items have been removed and that they are continuing to make improvements.

Care is provided in a Scout's Hall and the setting has sole use of the premises during the day. There is sufficient space and facilities, and the building maintenance is adequate overall. The hall is large with plenty of space where different activities are set up daily for the children's learning and development. Children have space to store their belongings on coat pegs. Toilets facilities are accessible and clean and provides for their privacy and dignity. However, nappy changing facilities do not provide for children's dignity. Bin bags are used in the main rooms and do not comply with infection control principles as staff have to open them with their hands. There is an outdoor area to the front of the building which children use at set times under supervision. It is equipped with a range of resources such as balance bikes and a mud kitchen. These are stored overnight in a purpose built shed.

People who run the setting provide a suitable range of good quality resources, toys, and equipment. They ensure these are suitably organised to encourage children's knowledge and development. Activities are set up purposefully and promote children's independence. For example, there are areas for roleplay, small world play, reading, fine and gross motor skills development. Children move freely between these areas. Where possible real-life materials and re-cycled equipment are used. For example, children make food using carrots and lettuce and tea in a real teapot pouring milk from an empty carton. Age-appropriate furniture is used for craft and writing as well as a designated table for eating. Resources promote children's personal and social development through their range of multicultural books, dolls and puzzles.

Leadership and Management

Adequate

People who run the setting express commitment to provide a service that meets children's needs, but improvements are needed. The statement of purpose was updated during the course of the inspection in order to accurately reflect the service. This is a Welsh medium setting; however, the statement of purpose is not available in Welsh. The provider has sufficient policies and procedures in place and shares these with staff. However, many of these do not reflect recent changes at the setting. The setting has recently become a member of an umbrella organisation and plans to work with them to develop their self-evaluation and improvement. As the setting has been operating for under a year a review of the service has yet to be completed.

People who run the setting ensure the relevant insurance and safety checks are in place by liaising with the committee who run the hall. They ensure that records for children and staff are kept, and most are complete. However, a few contracts and accident records are missing signatures, and records relating to another setting need to be kept completely separate. People who run the setting follow a safe recruitment process and ensure staff complete the minimum mandatory qualifications. There is an adequate induction system in place to introduce staff to this new setting. Staff have opportunities to offer their views in one-to-one supervision, or at any time they feel it necessary. People who run the setting create a positive ethos whereby children and staff feel valued. Staff told us that the people who run the setting listen to their views, and they feel respected. Most staff are passionate about their work and value the opportunities that working at the setting brings.

The setting has developed good partnerships with parents over a relatively short period of time. The relevant information about the settings policies and procedures is shared. Parents are very complimentary of the setting and speak highly of staff and the care their children receive. They feel that they are well-informed and told us they feel the setting is supporting their children's individual needs.

Recommendations to meet with the National Minimum Standards

- R1. Ensure all staff follow the behaviour management policy consistently.
- R2. Review the nappy changing procedures and ensure they are followed consistently.
- R3. Ensure all staff receive suitable safeguarding training and that they are clear on their individual responsibilities.
- R4. Ensure children are familiar with the fire evacuation procedures by including all children in the practices.
- R5. Review all policies to ensure they accurately reflect current procedures at the setting.
- R6. Provide a Welsh statement of purpose.
- R7. Ensure all records are signed and organised appropriately.

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
25	The Responsible Individual failed to carry out robust risk assessments for all areas of the setting and daily checks are ineffective in identifying risks to children. They failed to ensure that environmental risks, hazards, and safety measures are identified and as far as possible eliminated. The Responsible Individual must take all reasonable steps to ensure the environment is free from avoidable risk and ensure all safety measures are in place. They must ensure risk assessments and daily safety checks are effective in identifying risks to children.	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

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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