



Inspection Report

Meithrinfa Enfys Fach Cyf

**Madoc Surgery
High Street
Porthmadog
LL49 9HD**



Date Inspection Completed

22/07/2024

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About Meithrinfa Enfys Fach Cyf

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Meithrinfa Enfys Fach Cyf
Registered places	35
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	Yes
Does this service promote the Welsh language and culture?	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.

<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

The children are happy and settled at the setting. They make choices about how to spend their time and feel safe and confident as they have developed positive relationships with the staff and their friends. The children enjoy the activities available to them and they learn positive social skills by taking part in these activities with their friends.

The staff have a suitable understanding of their responsibilities to keep the children safe and healthy. They know the children well and speak to them in a warm and friendly manner. The staff plan a variety of interesting play experiences for the children to help them develop positive social skills.

Those responsible for running the setting ensure that all the areas used by the children are safe and welcoming. The toys and resources are of good quality and provide plenty of opportunities for the children to learn and develop their skills.

Those responsible for running the setting understand their responsibilities on the whole, and strive to provide a quality service for the children and their parents. However, some improvements are needed as the Regulations and National Minimum Standards are not met at all times.

The children are happy and settled at the setting. They are confident to make decisions about how to spend their time and they move freely around the activities following their interests. The children are eager and confident to share their ideas, answer questions and chat with the staff, knowing that they will appreciate what they have to say. For example, the children were confident to say that they wanted to make a cake and in response, the staff, along with the older children, went to the shop to buy ingredients to do some baking in the afternoon.

The children feel safe as they have formed close relationships with the staff who care for them. They feel comfortable asking the staff for comfort when needed. For example, approaching the staff for comfort if they were tired. The children speak confidently with other adults visiting the setting. They chat and make friends during lunch time, play time and during activities and smile and laugh while doing so.

The children are friendly and interact positively with the staff and each other. They share toys, wait their turn and work together well to complete tasks. For example, when playing a card game, they listened carefully to the member of staff who was giving instructions, patiently waited their turn to put their card down, and showed enthusiastic interest when their friends did the same thing. The children follow the setting's rules, know how to behave and are starting to understand the needs of others. For example, when the younger children woke up from their nap, the older children understood that they had to give them the time to wake up properly before starting to play. They were very gentle with the younger children, talking quietly and fetching toys for them.

The children can choose from a wide range of activities and they enjoy learning and playing. They choose to play on their own or with other children. For example, after hearing the story of the three little pigs and the wolf, a group of friends thoroughly enjoyed playing an imaginative game where they built a house and then hid from the wolf. One child chose to play with the wooden kitchen and role-played being in a café. The child took great pride in serving food on plates and sharing them with the staff and their friends.

The children are given exciting opportunities to develop their independence skills by completing tasks for themselves. For example, the children are encouraged to put on their coats independently, and know how to use the water fountain to help themselves to water during the day. The children are confident when choosing the activities that they want to take part in and choose different resources according to their wishes.

The staff are confident about their duties for safeguarding children and they have received appropriate safeguarding training. The staff that we asked were confident about the appropriate steps to take should they have any concerns about a child. The staff ensure that the children can leave the building in an emergency as they complete regular fire drills. Detailed records are kept of these drills. The majority of the staff have completed paediatric first aid training. Any accidents are recorded on appropriate forms, stating the circumstances, any injury and the steps taken following the accident. These records have been signed by the staff and parents.

The staff follow effective procedures to prevent the spread of infection. They encourage the children to wash their hands as required. Healthy meals and snacks are provided for the children, and effective systems are in place to ensure that the staff are aware of the children's dietary needs and can provide suitable meals and snacks for them. The staff ensure that the children are given regular opportunities to spend time outdoors, ensuring that they develop their physical skills.

The staff have formed a positive relationship with the children, and speak to them affectionately and treat them with care and respect. They use effective and consistent strategies to promote positive behaviour in accordance with the setting's policy. For example, they distract children with another activity if they find it difficult sharing or taking turns, and provide a clear explanation when their behaviour is not acceptable. The staff also display social skills effectively.

The staff provide a variety of activities that are of interest to the children. They know their individual preferences and offer a good mix of indoor and outdoor activities. The setting has purposeful arrangements for identifying and supporting the children's individual needs, including children with additional learning needs. Those responsible for running the setting collect plenty of information about preferences, needs and any other relevant information before the children start at the setting. This enables the staff to plan effectively for the children's individual needs.

Those responsible for running the setting prioritise the children's safety and ensure that the staff follow procedures to keep the children safe. For example, the staff ask visitors to sign the visitors book on arrival and they ensure that the building, the premises and the outdoor areas are safe and secure. This prevents any unauthorised access to the premises. Those responsible for running the setting have comprehensive written risk assessments in place. These outline any potential risks to the children's safety and the action taken to manage or eliminate these risks.

Those responsible for running the setting ensure that all the areas used by the children are welcoming and well-maintained. The staff and those responsible for running the setting ensure that the space is used effectively and provide designated rooms for children for different activities. For example, a quiet room for sleeping, a nappy-changing room and a designated room for sensory play. The staff and those responsible for running the setting have created an outdoor play area that offers a suitable range of opportunities for the children to develop their physical skills, including bikes, balls, a see-saw and a planting corner. Toys and resources in the indoor play areas are stored at a low level and are well organised in boxes which allow the children to make their own choices. The staff ensure that resources are rotated regularly to maintain the children's interest. The toilets have suitable facilities, with low sinks and toilets that promote the children's independence well.

Those responsible for running the setting provide a good range of toys and resources which are suitable for the children's ages and stages of development. They are clean and well-maintained. Those responsible for running the setting ensure that the children have opportunities to explore natural and recycled materials. A large number of the toys are wooden. There is a good range of recycled materials and the corner containing real life objects is popular with the children.

Those responsible for running the setting ensure that the required policies and procedures are in place, and these include the relevant information. The setting's statement of purpose includes detailed information and an accurate description of the service provided. Those responsible for running the setting endeavour to provide a high-quality service to the children and their parents. All of the service's documents and procedures are available in Welsh and the setting provides the Welsh Language Active Offer.

However, those responsible for running the setting have not notified Care Inspectorate Wales (CIW) of changes to the service as required. This has been identified as an area for improvement, and we expect those responsible for running the setting to take prompt action.

Those responsible for running the setting are keen to ensure that they continue to develop and improve the provision. They are currently developing a suitable self-evaluation system. Those responsible for running the setting have started to collect feedback from the children and their parents to complete a quality of care review. They do so using a range of different methods such as questionnaires, observations and verbal feedback to complete this review.

Those responsible for running the setting need to ensure that plenty of staff are present at all times to supervise the children appropriately and that the staff can complete general tasks effectively. This did not always happen during the inspection visit. For example, for a period in one room, a member of staff had to leave the room to complete a task. This meant that one member of staff was left to care for five children under three, and it was very difficult for that member of staff to involve all the children in activities during that time. Those responsible for running the setting need to ensure that each room's lead members of staff are appropriately qualified. At times during the visit, trainee staff were responsible for leading rooms. However, this was not seen to have a negative impact on the care given to the children.

Those responsible for running the setting ensure that the staff have training and support to fulfil their roles effectively. Staff files are comprehensive and include all the required information, demonstrating that safe recruitment checks are in place. The staff told us that they are supported by those responsible for running the setting, and that they feel comfortable approaching them to ask questions or discuss any problems. We saw written records that demonstrated that individual supervision meetings are held regularly and there are plans to complete annual appraisals.

The staff communicate effectively and consistently with the parents. They use an app to document the children's achievements and to share information with their parents such as pictures and observations, as well as information about their personal care. The parents who we talked to said that they are very happy with the way in which the service communicates and updates them on their child. They said that they have a good relationship with the staff and that they are very satisfied with the care that their child

receives. Those responsible for running the setting ensure that the children are given opportunities to learn about their community by spending a lot of time visiting local areas, for example, going shopping locally, going to the beach and visiting the forest.

Summary of non-compliance

Status	What each one 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 it will be followed up at the next inspection.

Area(s) for Improvement

Regulation	Summary	Status
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31	Those responsible for running the setting have not notified Care Inspectorate Wales (CIW) of required significant incidents within the regulations. Failure to notify CIW of staff changes.	New
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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 will highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will consider them at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 13 (Day Care) - Suitable Person	Ensure that all trainee staff work under close supervision at all times.
Standard 15 - Staffing ratios	Ensure compliance with the appropriate staffing ratios at all times so that the staff can fulfil their duties and supervise the children effectively.

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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