



Inspection Report

Meithrin Ysgol Hen Heol / Old Road School Nursery

**Old Road County Primary School
Old Road
Llanelli
SA15 3HW**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

14/07/2022

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About Meithrin Ysgol Hen Heol / Old Road School Nursery

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Elizabeth Non Neave
Registered places	22
Language of the service	Both
Previous Care Inspectorate Wales inspection	25 February 2020
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their 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

Children are very confident in their communication. They love expressing their enjoyment in what they do. They concentrate for sustained periods of time and most are able to hold extended conversations. Children are developing strong relationships with each other and with care staff. Children are developing good independence skills.

Staff understand and follow policies and procedures to promote healthy lifestyles, safety and personal well-being. They encourage children to express themselves well and interact positively with children. Staff provide opportunities to develop children's literacy and numeracy skills and follow their interests.

The environment is suitable and all areas are well-maintained. People who run the setting provide a wide range of resources to motivate all stages of development in order to nurture the child's developmental skills.

People who run the setting ensure they comply with most regulations. However, they need to ensure that they address some non-compliances need in relation to annual appraisals, Disclosure and Barring Service (DBS) checks and the quality of care report. Partnerships with parents and school staff are good and they ensure good transition processes.

Well-being**Good**

Children are happy and settled at the setting. They have formed positive emotional attachments with staff and other children, which makes them feel secure at the setting. They thoroughly enjoy singing in a group and independently during sessions. For example, children break out in song about the alphabet whilst they identify letters on the easel. They are very familiar with the layout and routines.

Children have a very strong voice. They are confident their voices will be heard, and they have various opportunities to make choices. For example, they are able to choose which fillings they want staff to buy for their sandwiches at the end of term party and which toppings to put on their cakes and during the party children are able to choose any combinations of fillings and they also choose their preferred colour of decorations for their cakes.

Children have many opportunities to follow their own instincts, ideas and interests and make good choices within their activities. Some choose to play in the home corner and use resources such as Hoover, tea towel and sink area to help tidy up. Whilst playing in the home corner, some children enjoy counting up to 12 plastic crisps as they place them on a plate and others enjoy acting as hairdresser to staff. Some children choose to play on scooters and trikes outdoors and their gross motor control is developing very well. They are beginning to understand their skills in relation to risk and some can manage their own risk skilfully when on trikes and scooters.

Children interact well together and with staff. They are full of enthusiasm and motivation and co-operate well when they undertake tasks such as cooking, preparing for a party and playing together outdoors. Children are caring towards each other. For example, friends demonstrate compassion and kindly pass items to each other during an end of term party. Whilst outdoors, children work well together to fill small canisters. They co-operate well as they pour water on stones to protect them on a sunny day, imagining they are using sun cream, and concentrating on their task for a sustained period of time.

Children are extremely independent. They choose the colour of their cups and plates, pour their own milk and wash their own dishes in a bowl using brushes. They also butter their own bread and fill their sandwiches with a filling of their choice. Nearly all children move confidently and independently from one area to another, choosing appropriate toys and equipment. Nearly all children know how to stay healthy. For example, they wash their hands thoroughly and independently after cooking or playing outdoors, after using the toilet and before eating food. They also discuss what foods are healthy for them.

Care and Development**Good**

Staff have a good understanding of how to keep children safe and healthy. They have received child protection training and staff we spoke with are confident to recognise the signs and symptoms of abuse and know the process for reporting any concerns. All staff have up-to-date first aid training and a good understanding. Staff promote children's health and well-being effectively. They offer healthy and nutritious snacks and drinks, which include fresh fruit, milk and water. Hygiene procedures and practices are effective and staff encourage children to wash their hands independently at the appropriate times.

Staff implement the behaviour management policy well and focus on positive management strategies. They use lots of positive language and praise, which enhances children's well-being. They act as good role models and ensure they have clear boundaries in place. Staff offer simple, clear explanations to help direct children towards positive behaviour. They have a good understanding of child development, and its impact on children's behaviour.

Staff interact effectively with children. They successfully develop children's thinking through sensitive questioning. For example, whilst discussing sandwich fillings, staff support children to discuss different types of fillings and as a result they initiate children to discuss their favourite fillings, family members' favourite fillings and a famous character's favourite filling. They also encourage children to expand on their answers.

Staff provide good care and support for children attending. They work well together, which creates a positive ethos, resulting in beneficial outcomes for children. They care for children in a kind and patient way. They know the children very well and have a good understanding of their needs and preferences. They gather detailed information about children's individual routines from parents when they start at the nursery, for example by using the 'important information about me' booklet.

Staff plan an engaging and stimulating range of focused and independent learning activities and follow children's interests. Staff play alongside the children and provide good opportunities to ensure children's numeracy, literacy, problem solving, fine and gross motor skills develop as they play. For example, they provide knives for children to independently spread icing on cakes and butter on bread. Staff involve children effectively in contributing ideas for themes and adapt their planning at short notice to accommodate children's ideas and curiosities. They also give children opportunities to self-reflect at the end of the session.

Environment

Good

The environment is safe and secure and provides plenty of space for children to play and learn. People who run the setting ensure routine maintenance checks are regularly conducted. Basic risk assessments are in place for all areas of the setting and staff carry out daily safety checks to identify and eliminate potential hazards to children's safety. People who run the setting ensure children enjoy their time in a warm and welcoming environment, which is light, airy and clean. Cleaning routines reflect good hygiene practice and effective infection control. For example, tables are cleaned and disinfected before snack times.

People who run the setting ensure they have good arrangements for receiving visitors to the building and keep an up to date log. Staff follow effective safety procedures when the children enter and leave the premises. People who run the setting record the presence of children and staff caring for them. Despite the low numbers attending currently, staff continue to follow their risk assessment and count children on return from the outdoor area. They do this through engaging children in a fun counting activity.

People who run the setting provide a well maintained, stimulating environment. All areas are decorated in a child-friendly way and create a relaxing and calm atmosphere. Children can access toys and resources with ease, which supports their independence. Many areas provide engaging opportunities for children to develop their thinking and creativity including the home corner and painting easel. The outdoor area allows children to develop their skills through using larger resources such as trikes and scooters.

Leadership and Management

Adequate

People who run the setting have a clear vision. The statement of purpose has been reviewed to ensure it reflects an accurate picture of what the setting has to offer, allowing parents to make an informed decision about the care their child receives. Required policies and procedures are in place and staff follow them appropriately, which helps the smooth running of the setting. However, the child protection policy needs to be reviewed to ensure it's current.

People who run the setting conduct thorough suitability checks on most staff. However, they do not always ensure that DBS checks are renewed every three years. The registered person has now ensured all relevant DBS checks have been renewed in a timely manner. People who run the setting ensure they comply with the required ratios to make sure children are well cared for. However, although the service is always in ratio, there have been occasions where only one member of staff has been caring for children.

People who run the setting do not have a fully effective process in place for regular staff annual appraisals and supervision. Regular staff meetings are held and records are available. They give staff an opportunity to discuss issues and share ideas. Mandatory training such as first aid is up to date and some staff members have accessed additional training to help the setting implement the new curriculum for Wales.

People who run the setting plan for improvement and seek feedback from parents. They discuss ways of improving the service during staff meetings and keep minutes of those meetings. However, they have not written a quality of care report following the review.

Partnerships with parents are very good. People who run the setting keep parents updated at the beginning and end of the session on their child's well-being and experiences.

Recommendations to meet with the National Minimum Standards

- R1. Update the child protection policy
- R2. Ensure risk assessments are more detailed
- R3. Ensure two members of staff are present at all times

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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16	People who run the service seek the views of parents and children. However, they do not write a quality of care report within 28 days of the review.	New
29	People who run the service do not have a fully effective process in place for annual appraisals and regular staff supervision	New
20	The registered person has not ensured the person in charge and registered person has a current DBS certificate. The registered person needs to ensure enhanced DBS checks are renewed in a timely manner every three years for all persons.	New

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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