



# Childcare Inspection Report on

**Pobl Bach Nurseries Ltd (Llangunnor)**

**Penymorfa House  
Penymorfa Lane  
Llangunnor  
Carmarthen  
SA31 2NW**

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

**This report is also available in Welsh**



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## **Description of the service**

Pobl Bach Nurseries Ltd (Llangunnor) is based in Llangunnor, Carmarthen. Catherine Rowlands is the responsible individual and Nia Tobias is the person in charge on a day to day basis. The nursery is open Monday to Friday, from 8.00am until 6.00pm and is registered to care for a total of 38 children at any one time. They provide out of school provision for children up to 12 years old.

## **Summary of our findings**

### **1. Overall assessment**

Children are settled and evidently enjoy attending Pobl Bach. They particularly enjoy their free play and staff generally support children to develop their own play. Staff care for the children in a kind and nurturing manner and provide interesting opportunities. However, a minority of staff are not always consistent in relation to hygiene and behaviour management. The outdoor area has recently been developed and provides a variety of learning opportunities for children. Leadership is good.

### **2. Improvements**

During the inspection process, leaders updated the complaints policy, the operational plan and the statement of purpose.

### **3. Requirements and recommendations**

We made recommendations in relation to care and development, the environment and leadership and management. These are detailed at the back of the report.

# **1. Well-being**

## **Summary**

Children at Pobl Bach are confident and able to speak and express themselves. They have positive attachments with their carers and are happy and relaxed. Most of the children respect others and take care of equipment with support. They are developing their independence skills.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children are able to choose what activities they want to participate in and are able to direct their own play.

Children chose what they wanted to play with during free play. Children chose to play in various areas outdoors for example, in the activity area, water and sand area and construction area. Children were able to choose which colour paint they wanted to use and were also able to decide whether they wanted to wash their hands or carry on painting. During our visit, one child was given white toast as they had not eaten their lunch but generally there was not an alternative option on the menu. At lunch time, older children received blackcurrant squash and although a child stated that she preferred orange an alternative was not provided.

Children have a good choice and voice during their play and learning activities but further developments are needed around mealtimes.

### **1.2 To what extent do children feel safe, happy and valued?**

Children are settled and cope well with separation from their parents. They are perfectly content in their play.

Children were content and relaxed as they explored the various areas and showed enjoyment and interest in the toys and resources. Children were very settled within the environment and were comfortable to approach staff. Young children expressed shrieks of excitement as they spoke imaginatively with their parents on the phone and said 'Hiya Mammy, bye Mammy. Ble ma' Dadi? [Where's Daddy?]. Children were waving and smiling enthusiastically at staff as they came into the baby room.

Children feel very safe and happy.

### **1.3 How well do children interact?**

Children are confident in speaking with each other, their carers and visitors.

Children confidently approached staff and older children were able to hold suitable conversations with their peers and staff. During story time, two children slightly disagreed but after being reminded about being nice to others they cuddled each and went back to

listen to the story. Children were happy to play alongside and with each other on a range of activities including building with lego and blocks and playing with small world toys.

Most children interact well.

#### **1.4 To what extent do children enjoy their play and learning?**

Children are active and curious, and engaged in their play. They are eager to show or talk about what they have been doing.

Children thoroughly enjoyed exploring the role play area and played for a sustained length of time in the veterinary surgery. They enthusiastically used a toy thermometer to check temperatures and ensured that it was cleaned afterwards. Children also administered medicine to a baby doll that was suffering from toothache. Young children smiled and nodded when they were asked if they had enjoyed the singing session. During an outdoor session, children enjoyed serving imaginary food and drink to a member of staff and indoors many of the younger children were mesmerised by the sensory bottles.

Children thoroughly enjoy their time at the nursery.

#### **1.5 How well do children develop, learn and become independent?**

Children take part in suitable opportunities to learn and develop skills. There are some missed opportunities to further develop independence during mealtimes.

Children were developing their independence skills and young children were able to hold paint brushes and some put paint on them independently. They enjoyed using their fingers to paint. Most children were able to identify colours and shapes at an age and stage appropriate level. Children had opportunities to develop their independence skills during craft sessions. However, although there was a helper of the day in place at lunchtime for the older children, that role was not fully utilised and generally there were missed opportunities during mealtimes. For example, they did not pour their own drinks. Children effectively completed age appropriate puzzles and jigsaws.

Children are developing well but there are some missed opportunities in relation to independence at mealtimes.

## **2. Care and Development**

### **Summary**

Staff know the children well and provide responsive care that meets individual needs. However, a minority of staff do not always follow the service's hygiene procedures. Most of the staff promote children's play, learning and development well.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff have undergone training to keep children safe and healthy, and most of the staff follow policies and procedures that are in place for the service.

We discussed child protection scenarios with staff and they responded appropriately. The service is a part of a national healthy schools programme. Staff offered healthy, freshly cooked meals such as pasta and chicken and catered for various dietary needs. The cook keeps an accurate record of the food provided and temperatures are also recorded. However, although children were offered milk and water during the day they also had squash during lunchtime. Most staff ensure that they follow the service's hygiene policies and used the gloves and aprons provided when changing nappies. Staff ensured that children washed their hands before meal or snack time. However, children arriving from school did not wash their hands before eating. On a few occasions, a minority of staff did not adhere to the policies. For example, a table had not been wiped before lunch and very few members of staff used a communal towel to dry a minority of children's hands. We viewed children's files and they contained all the correct information. Staff ensured that parents signed accidents, incidents and medication logs, all of which were effectively stored electronically. Staff have had training in dental hygiene and follow the Design to Smile programme.

Overall, staff keep children safe and healthy.

#### **2.2 How well do practitioners manage interactions?**

Staff are generally consistent in managing interactions and followed the positive behaviour policy.

There was a clear behaviour policy in place for the service and in the main we observed staff following the policy. For example, staff praised children for their positive behaviour; they gently encouraged children to behave appropriately and to share; and they dealt calmly with minor disputes. Staff spoke to children in a calm and reassuring manner and children were awarded with warm praise for positive behaviour; "da iawn"; and "well done you". Also, a member of staff asked children for different coloured balls and praised children as they identified the correct coloured balls. Staff cuddled younger babies, smiling and responding to noises and gurgles from them in a lovely manner. Staff engaged well with children and provided effective safety messages to keep children safe and do their utmost

to try and prevent accidents. For example, one member of staff gently and calmly reminded a child to sit properly on the chair saying “sit down, on your bottom” on a number of occasions when a child was climbing on the chair. However, in a very few instances, a minority of staff did not convey safety messages as effectively as possible. For example, they told a child not to hold the fork near their ear but did not explain the dangers. On occasions, a minority of staff were hesitant in responding to a few children who did not listen to instructions. Most staff generally interacted effectively with children to extend their learning.

Staff interact effectively most of the time but there are a few inconsistencies at time.

### **2.3 How well do practitioners promote children’s play, learning and development and meet their individual needs?**

Staff know the children in their care very well. They plan developmentally appropriate play and learning opportunities.

Staff plan appropriate activities for the children and promote children’s play, learning and development. Staff had prepared story sacks and used those effectively to develop children’s literacy. Children were able to verbally contribute their ideas to the planning but there was no written evidence available. Staff tracked children’s development but this was an area that would benefit from being developed further. Staff generally met children’s needs appropriately but there were some inconsistencies. For example, a member of staff noted that one child did not like the cheese and potato pie that was on the menu but it was served to all children but an alternative of toast was eventually provided. Staff provided children with appropriate opportunities to become independent but this needed to be developed during mealtimes. For example, a member of staff placed the food in front of children and also poured the squash for them at lunchtime. Some staff encouraged young children to think for themselves and develop their colour and number recognition. They frequently introduced bilingual vocabulary. Staff planned activities on a thematic basis. Staff supported children with additional needs and work closely with an external agency that provides one to one support.

Staff generally work well together to promote children’s play, learning and development and to meet their needs.

### **3. Environment**

#### **Summary**

Children are cared for in a safe, clean and secure environment. The premises provide a suitable environment for play and learning and leaders have developed the learning areas in line with the foundation phase. Resources and equipment are of good quality, well maintained and suitable for children's needs. They are suitable for the age range of the children and promote their stages of development.

#### **Our findings**

##### **3.1 How well do leaders ensure the safety of the environment?**

Leaders ensure that there are regular and thorough practices in place to support a safe environment. They identify and, so far as is possible, eliminate risks to children's safety.

Leaders had ensured that there were risk assessments in place and regularly monitored the safety of the premises. For example, staff checked the outdoor area before the children went outside. There were safety gates in place and the entry points were very secure. There was also a policy in place for answering the door. The fire alarms were regularly checked and there was a fire evacuation plan on display. Maintenance checks were kept up to date. The cook kept accurate and detailed records with regards to food hygiene and safety.

Leaders effectively ensure that the environment is safe.

##### **3.2 How well do leaders ensure the suitability of the environment?**

The indoor and outdoor environment is secure, welcoming and friendly. There is ample space for children to move around freely indoors and outdoors.

Leaders had assessed the use of all areas and smaller groups of children used various rooms during mealtimes. The outdoor area had been developed and children enjoyed playing with large play equipment as well as a grassed area which provided for exploring and learning opportunities. There were good quality resources available and the area included soft flooring and a good selection of outdoor toys including a slide, water tray, bikes and wooden logs. The service had worked with an external consultant to redesign the indoor learning areas and provided learning opportunities in line with the foundation phase and included a reading corner with a comfortable seating area, mathematical corner, role play corners, writing corner and a craft area. However, the coat hooks for toddlers did not offer children the opportunity to develop their independence as they were too high. The baby room was comfortable, colourful and spacious allowing plenty of opportunities for the children to crawl, walk, play and rest. Children's belongings including nappies, wipes and creams were stored safely in individual baskets, which had been clearly labelled with the children's names.



Leaders ensure the environment is suitable for all children

### **3.3 How well do leaders ensure the quality of resources and equipment?**

Leaders ensure that children have access to equipment and resources which are age appropriate.

Children had access to appropriate sized tables and chairs and a good selection of toys and resources. Resources were stored within children's reach and most boxes were labelled. Leaders told us they had reviewed the range of equipment available and had purchased new toys for indoor and outdoor play areas. There was a good selection of resources to promote imaginative play.

Leaders ensure good quality resources and equipment are available.

## **4. Leadership and Management**

### **Summary**

Leaders at Pobl Bach ensure that the service is well run, and have an ethos that ensures that children's needs takes precedence. There are clear policies and procedures in place, which all staff are familiar with. There are systems in place for reviewing the service and making improvements.

### **Our findings**

#### **4.1 How effective is leadership?**

Leaders have a sense of purpose and work well to support staff and keep policies up to date. Leaders have systems in place to ensure records are kept in a very organised manner.

Leaders are effective and ensure that the service is run in an organised manner. There was a statement of purpose in place; it provided an accurate picture of the service and during the inspection process we received an updated version. Adult to child ratio was in line with the national minimum standards and on occasions it exceeded the required ratio. Leaders were proactive and had informed CIW of all events to be notified in a timely manner. The complaints policy included all relevant details apart from the responsible individual's name. The service is a member of a national child care association. Leaders effectively communicate with CIW and notify the inspectorate of all notifiable events.

Leadership is effective at this service.

#### **4.2 How effective is self evaluation and planning for improvement?**

Leaders have a system in place for self-evaluation and gather feedback from parents and other agencies. They were in the process of gathering all evidence for the quality of care review.

Leaders had sought the parents' views through a questionnaire. In discussion, leaders told us that they were keen to listen to parents and children's views and take on board feedback when planning for improvements. During the last year, the service had secured a level 5 with the food standards agency, introduced new soft play equipment to the toddler unit, worked with a consultancy to develop the childcare service, developed the learning areas in the toddler and preschool units. They had also developed the outdoor play area. The latest quality of care review and report was completed in January 2019 and a copy had been forwarded to CIW. However, although leaders gather the views of parents, staff and children, the report was not wholly reflective. Leaders have committed to an electronic records management system.

Self-evaluation and planning for improvement is an on-going process and leaders value feedback.

### **4.3 How effective is the management of practitioners, staff and other resources?**

Leaders ensure that the service is correctly staffed and staff receive appropriate training.

Leaders had completed annual appraisals with staff and there was generally a good system in place to ensure regular supervisions. The manager was supernumerary and a deputy was also in place. Leaders ensured that there was an effective process in place for staff training. As a result, staff had received various training including mandatory training and a fire safety officer had visited the premises out of hours to train the staff. Staff files were generally in good order but there was no medical health declaration for three members of staff. This was rectified during the course of the inspection. Leaders had numerous policies relating to staff behaviour and conduct and staff undergo an appropriate induction process. Staff had signed the policies and procedures to confirm that they had read and understood them.

The management of practitioners, staff and other resources is positive and organised effectively.

### **4.4 How effective are partnerships?**

Leaders work well with numerous organisations and companies within the community. They also invite people into the service.

Leaders had formed good partnerships with parents, local schools and community organisations. They had collected detailed information from parents about children's needs, preferences and routines before they attended the nursery and they were available on-site to talk to parents each day. However, individual care plans were not wholly comprehensive. Leaders informed the parents about the service and the activities and events in a variety of ways; a social media site, newsletters and by displaying information in the entrance of the nursery.

Partnerships are good.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

We recommended that leaders ensure that they:

- Reflect more on feedback in the Quality of Care report;
- include more details in individual care plans;
- place labels on all storage boxes accessible to children;
- re-locate the coat hooks in the toddler room in order for the children to be able to reach;
- encourage staff to allow children to record their contributions to the planning;
- encourage staff to further develop the way in which they track children's development;
- follow the Welsh Government Food and Nutrition Best Practice Guidance in relation to drinks provided;
- further develop children's independence at mealtimes;
- ensure that all staff follow all policies on all occasions; and
- ensure that staff never use a communal towel to dry children's hands.

## 6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. We also considered an anonymous concern that had been raised in relation to care and development and concluded that there was no evidence to support the concern.

- Two inspectors made an unannounced visit on 17 January 2019 for a total of six hours;
- we spoke to children, staff, person in charge and the responsible individual;
- we completed a Short Observational Framework for Inspection (SOFI) 2 tool in order to capture evidence of the children's engagement and the care being provided by staff;
- we gave questionnaires to staff and parents; and
- we looked at a sample of documentation and policies including staff files, registers, children's development records, statement of purpose and the service's quality of care review report.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Children's Day Care Full Day Care
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<b>Responsible Individual</b>	<b>Catherine Rowlands</b>
<b>Person in charge</b>	<b>Nia Tobias</b>
<b>Registered maximum number of places</b>	<b>38</b>
<b>Age range of children</b>	<b>Up to 12 years of age</b>
<b>Opening hours</b>	<b>8.00am-6.00pm</b>
<b>Operating Language of the service</b>	<b>Both</b>
<b>Date of previous Care Inspectorate Wales inspection</b>	<b>December 2017</b>
<b>Dates of this inspection visit(s)</b>	<b>17 January 2019</b>
<b>Is this a Flying Start service?</b>	<b>No</b>
<b>Is early years education for three and four year olds provided at the service?</b>	<b>No</b>
<b>Does this service provide the Welsh Language active offer?</b>	<b>This is a service that 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</b>
<b>Additional Information:</b>	

No noncompliance records found in Open status.