



Inspection Report

Tir na n-Og Daycare and Child Research Centre

**Safle Normal
Holyhead Road
Bangor
LL57 2PZ**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

09/11/2022

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About Tir na n-Og Daycare and Child Research Centre

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Bangor University
Registered places	50
Language of the service	Both
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	
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.

Summary

This was a focused inspection, and, on this occasion, we did not consider care and development, environment and leadership and management fully.

Children are happy, settled, and confident. They are making friends and interact well together. Children enjoy the activities available to them and make choices about how to spend their time. Children develop their independence skills appropriately.

Staff are aware of their responsibilities in respect of keeping children safe and healthy. They know the children well and speak to them in a warm and friendly manner. They interact well with the children and are familiar with their preferences. People who run the setting ensure all areas used by children are safe and welcoming.

Toys and resources are of good quality and provide sufficient opportunities for children to learn and develop their skills. The environment is clean and safe and the indoor and outdoor spaces are organised well.

People who run the setting are committed to managing the setting effectively, however we have made some recommendations regarding the leadership and management of the setting.

Well-being

Children enjoy their time at the setting and make choices about how to spend their time. Children are confident to approach staff for help when needed or to ask for what they want. For example, during lunch time children were confident to ask for spoons to eat their rice and these were provided. Children enjoy being with staff and invite them to join their play.

Children are content and comfortable with staff and chat freely with them. Children know staff will listen to them and prioritise their attempts at communication above other tasks. They trust staff to resolve conflict and provide reassurance. We saw a child approach staff for help following a disagreement with another child. Children are confident enough to talk with us, they ask questions and tell us what they enjoy.

Children interact well and are learning to co-operate and take turns. For example, they interact positively with each other and staff during a free painting activity. Older children enjoy the social occasion of lunch time and chat with staff and their friends around the table as they eat. Children enjoy using the outside play area and we observed a group of children going out for a walk in the fresh air to explore the local area.

Children enjoy their play and engage with the activities on offer both indoors and outdoors. For example, one child had fun playing with pretend food with staff in the home corner, sharing lots of smiles and laughter. Children play well together, take turns with support, and concentrate for suitable periods. For example, two children were deeply engaged in play with some musical toys.

Children have frequent opportunities to develop socially and become independent. They are encouraged to do things for themselves, including putting on coats and puddle suits to go outside. Children access the resources they need as they are stored at a low level within easy reach.

Care and Development

Staff understand and follow the setting's procedures to ensure children are kept safe and healthy. A sufficient number of nursery staff have completed paediatric first aid training and any accidents and incidents that do occur are recorded appropriately and signed by parents. Staff know the procedure to follow if they have any concerns about a child and have completed training on safeguarding children.

Staff promote healthy eating and hydration; they ensure children have access to their drink bottles throughout the day and healthy meals and snacks are provided. They encourage children to wash their hands as and when they need to and ensure children have regular opportunities to spend time outdoors in the fresh air, ensuring they develop their physical skills. Staff follow effective hygiene procedures, for instance, they wear aprons and gloves when serving food and follow the correct procedure when changing nappies

Staff develop positive relationships with children; they speak with them in a kind and calm manner and provide comfort and reassurance when needed. They deal with minor disagreements or inappropriate behaviour positively. For example, they remind and support children as they learn how to share. Staff use praise often throughout the day to encourage children to interact and behave positively.

Staff provide a variety of fun activities which they know children will enjoy, including walks in the local community and a good mix of indoor and outdoor activities. They know the children well and are familiar with their routines, likes and dislikes. Staff gather comprehensive information about children's individual care, personal and medical needs before they begin attending, helping them to plan effectively to meet individual needs. Planning in the moment strategies need further development so that children's interests can be followed. Staff take regular photographs of children taking part in activities and share these with parents in a development book.

Parents and staff communicate well, using communication books in each room to share information and to meet individual needs. For example, we heard staff discussing a child who may need to sleep during the day as they had not slept well during the night. The cook checks with staff each day to find out which children may be sleeping at lunchtime, so their meal can be kept for later. This ensures individual needs and routines are met as children do not need to be disturbed.

Environment

As this was a focused inspection, we have not considered this theme, in full.

People who run the setting understand their responsibilities to provide a safe environment for children. A current certificate for public liability is displayed on a parent information board in the main entrance.

People who run the setting provide children with suitable areas to play and learn. They offer children an appropriate selection of toys and resources, and these are stored so that children can access them independently. However, the opportunities to explore natural and recycled materials are limited in the indoor environment. Staff display samples of the children's work on display boards, providing children with a sense of belonging. All areas are suitably maintained, bright, clean, and welcoming for children.

Outdoors children have access to a large play area and a smaller dedicated space for babies. There is a good selection of outdoor resources, pedal vehicles, slide and throwing and catching equipment to develop children's sensory, co-ordination and physical skills. Free flow between the indoor and outdoor areas would give children greater access to the outside learning opportunities and create a more child led environment.

A variety of equipment is available to aid children's independence, including low level toilets and sinks.

Leadership and Management

As this was a focused inspection, we have not considered this theme, in full

People who run the setting are organised and effective. They make every effort to comply with regulations and with the National Minimum Standards. They fully support the nursery manager and the staff, making sure they use their time effectively to care for children. For example, the person in charge/nursery manager is supernumerary meaning she is available to support others and is not counted in staffing ratios. She therefore has the time to deal with matters arising and to speak with staff and parents. There is a deputy manager to assist and an administrative support officer to manage electronic records. People who run the setting also provide a cook to oversee the provision of meals and snacks daily, meaning nursery staff rarely need to leave the children to complete other tasks.

There is a clear statement of purpose providing parents with accurate information about how the setting is run. Detailed policies and procedures are available to view as hard copies in the nursery entrance. Those who run the setting agreed a separate policy for accident and incidents is needed in addition to the first aid policy. The complaint policy is displayed on the notice board in the nursery entrance, with a copy of the policy available in the policy and procedures file. Complaint procedures are followed carefully when formal situations arise, however parents should be guided through the different stages of the complaint procedures. We recommended the complaint policy is reviewed to ensure it accurately reflects current practice.

People who run the setting value their staff. Staff files contain all required information which evidences their suitability to work with children. We made a recommendation in respect of completing all staff appraisals annually and formalising supervision meetings. Those who run the setting have fallen behind in their schedule to meet with staff due to the recent pandemic and staff absences. The nursery manager was quick to source information to support her in appraisal and supervision processes on the Social Care Wales website.

Recommendations to meet with the National Minimum Standards

R1. Conduct a review of the complaints policy and procedures to ensure they are an accurate reflection of how complaints are handled in practice.

R2. Continue to develop the child-led focus and in the moment planning to ensure children's interests are followed.

R3. Annual staff appraisals are to be brought up to date for all staff. Formalise one to one supervision with staff, recording these discussions of practice, training, and development.

R4. Consider introducing free flow between the indoor and outdoor environment and opportunities for the children to explore natural, recycled, and real-life resources.

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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N/A	No non-compliance of this type was identified at this inspection	N/A
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