



Inspection Report

Meithrinfa Sêr Bach Cyf

**Llys Goferydd
Bryn Parc Cefni
Llangefni
LL77 7XA**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

26/06/2024

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About Meithrinfa Sêr Bach Cyf

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Meithrinfa Sêr Bach Cyf
Registered places	55
Language of the service	Both
Previous Care Inspectorate Wales inspection	24 October 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service 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.

<u>Well-being</u>	Excellent
<u>Care and Development</u>	Excellent
<u>Environment</u>	Excellent
<u>Leadership and Management</u>	Excellent

For further information on ratings, please see the end of this report

Summary

Children are happy and settled at the service. Children have plenty of support to learn through their play and to develop their independence. They are thriving emotionally, socially, physically, and intellectually.

Staff are professional, qualified, and work together effectively as part of a team. They have a sound understanding of how to keep children safe and healthy. Staff implement robust and clear policies and procedures. They plan an excellent variety of interesting and fun activities, to support children's development.

People who run the setting ensure all areas are safe, secure, and clean. Comprehensive policies and procedures are in place to support staff and ensure they keep up to date with all health and safety requirements. The premises are child friendly, bright, stimulating and extremely well-resourced providing an abundance of experiences for the children.

People who run the setting have robust leadership and management systems and have established a team of staff who work together extremely well and support each other in providing highly effective play opportunities and care for the children. People who run the setting demonstrate a strong commitment to a continual drive for improvement.

Well-being**Excellent**

Children are confident communicators and express themselves well. They have a strong voice and are given many opportunities to make choices. For example, when playing outside, a group of children chose to take part in a planned activity where they mixed different coloured water, whilst others followed their own interests, pretending to cook in the mud kitchen, and playing with toy trucks and cars. Younger children chose from an excellent range of developmentally appropriate and stimulating resources. This promotes their all-round development, enabling them to follow their own interests with confidence. For example, a child showed interest in a farm animal jig saw, concentrating on fitting the pieces together and naming the different animals. They were supported enthusiastically by staff and were delighted when they managed to complete the jig saw.

Children feel safe as they receive care from staff members with whom they have developed highly positive relationships. Children regularly invite staff to join in their play. For example, a child engaged staff and us in a game where they pretended to have an ice cream van. They enthusiastically listed all the different flavours, asked if we wanted sprinkles, and enjoyed pretending to make the ice cream. Older children thoroughly enjoyed talking to staff about their home life and interests. Babies smiled with delight as they received warm cuddles. Children have a strong sense of belonging and are very familiar with the setting's routines.

Children are friendly and interact positively with staff and each other. They happily share toys, take turns, and work enthusiastically together to complete tasks. For example, when playing with clay, they concentrated well making different shapes with their hands, rollers and plastic knives. They shared resources well and asked politely if they could have a tool their friend was using. Children follow the rules of the setting, behave well and are beginning to understand the needs of others. For example, children enjoyed creating a tunnel with a parachute. They helped staff to hold both sides of the parachute and waited in line patiently for their turn to crawl underneath to the other side.

Children show curiosity and are highly engaged in the activities they take part in. For example, children were captivated as they listened to stories, showed high levels of enthusiasm when taking part in an adult-led science experiment activity and younger children showed fascination when taking part in an ice play activity where they manipulated the ice and water, building up their fine motor skills. There are extended periods of child-led play, which allows children to immerse themselves into their own play.

Children of all ages have excellent opportunities to develop their independence skills enabling them to do as much for themselves as possible. Children are encouraged to eat independently from a young age, help tidy their toys away, and grow increasingly confident using the bathroom and washing and drying their hands. Older children successfully help themselves at breakfast, by picking up food with tongs, using the cereal dispenser independently, and pouring their own milk.

Care and Development

Excellent

Staff have a clear understanding of their roles. They are extremely effective in keeping children safe and healthy because they are knowledgeable and show commitment to putting the setting's policies and procedures into practice. Staff have access to a good range of training opportunities, and this supports them to be confident in their role and ensures they are kept up to date with current best practice. They are clear about their responsibilities in relation to safeguarding and children's medical needs. Staff ensure that children know how to exit the premises quickly and safely if required by completing regular fire drills. These practices are well documented on a dedicated log. Staff clearly record accidents and incidents, and these are monitored regularly to identify any trends, which may need to be addressed.

Staff encourage healthy lifestyles by providing plenty of opportunities for physical activity and for children to spend time outdoors in the fresh air. Good hygiene is promoted, with staff encouraging and supporting all children to wash their hands as needed. A wide range of healthy meals and snacks are available for children. Staff have efficient systems in place to ensure they are aware of children's individual dietary requirements, so children receive suitable snacks and meals.

Staff manage children's interactions with sensitivity and with exceptional skill. They kneel to the children's level and use calm voices to guide them. They follow a comprehensive behaviour management policy which is implemented confidently. Staff use positive language and praise at every opportunity. They deal with unwanted behaviour in a calm and patient manner. They know the children as individuals and demonstrate an excellent understanding and knowledge of child development and how this affects children's behaviour. Staff are nurturing and act as good role models.

Staff are motivated and effectively support children's development. They monitor children's progress exceptionally well, carrying out regular observations and using developmental progress tracking systems well. Staff plan comprehensively around children's individual development and consistently review progress. They effectively support children displaying any emerging additional needs and seek additional support from a range of relevant professionals. Staff are keen to implement and embed the principles of the Curriculum for Wales and leaders are proactive in supporting them to develop these skills. Staff use the Welsh language confidently during activities, and children engage well with this. They also use Makaton, to support communication with younger children, and children with additional language needs.

Environment**Excellent**

People who run the setting provide an environment that is safe and secure. For example, access into the setting is controlled, with external doors kept locked and visitors being asked to sign the visitors book on arrival. Staff keep an accurate register of children's attendance, including the times of arrival and departure of each child. People who run the setting have comprehensive written risk assessments in place, which outline any potential hazards to children's safety and the steps taken to manage or eliminate these hazards. These documents are reviewed and updated regularly to ensure any potential hazards are monitored and managed effectively. People who run the setting effectively organise consistent cleaning routines that reflect excellent hygiene practices. Their highly effective infection control practices successfully minimise any risks to children's health and safety. For example, during nappy changing and at mealtimes.

People who run the setting ensure there is ample space for the different age ranges of children to play and learn. They effectively organise the environment so that it provides a comprehensive range of exciting play opportunities suitable for all the age ranges cared for. Attractively organised areas are set out and children move freely extending their play. Children get plenty of fresh air as each room has easy access to outside play, often on a free flow basis. There are suitable facilities including toilets and storage. The environment is light, bright, and well maintained throughout. All space is used effectively with various rooms available for children to access for different activities. For example, a soft-play room, sensory rooms, a quiet room for sleeping and a dining room which provides plenty of space for children to experience a social occasion at mealtimes. The outside area has been very well thought out, providing areas for children to play imaginatively and develop a range of skills. For example, a climbing frame to encourage the children to develop physically, an exploration corner with wood pallets and tyres, and a planting area.

People who run the setting ensure there are excellent resources to stimulate the children's interest and imagination. Children have easy access to play resources that are varied and highly suitable for the age of the children who have access to them. Staff change learning areas regularly, to maintain children's interest and extend their skills. There are resources to develop children's sensory, language, numeracy, and self-awareness skills. There is a good variety of recycled, authentic, and sustainable resources to develop children's curiosity. Staff celebrate children's artwork, and photographs are displayed nicely on the walls showing their efforts are valued.

Leadership and Management

Excellent

People who run the setting regularly review and update their individualised policies and ensure these are fully implemented in practice. Their statement of purpose is informative and provides parents with the information they need to make a decision about the care of their child. People who run the setting take responsibility to notify Care Inspectorate Wales (CIW) of all significant events in a timely manner. They effectively promote current best practice relevant to the children in their care.

People who run the setting have an effective system to evaluate the work of the setting and care provided. They collect views and feedback from parents and staff. Feedback is also sought from children by talking to them and conducting daily observations. They review and make plans for changes and improvements that will benefit the children. All staff are open to new ideas and are willing to try out different ways of working.

People who run the setting ensure staff know they are valued, are given clear direction and their potential is developed. Staff spoke of support from those who run the setting, a commitment to training, and a strong culture of continuous professional development. This was evidenced in staff files, and training development plans. People who run the setting are committed to creating a supportive environment for staff. For example, they subscribe to a helpline to support staff and their families with different aspects of their personal lives.

People who run the setting monitor staff's professional development and progress through monthly touch base meetings, meaningful regular one to one supervision and an annual appraisal. They have ensured staff files are comprehensive and contain the required information to assess their suitability, evidencing safe recruitment procedures are in place.

People who run the setting ensure all communication and engagement systems with parents are innovative and fully inclusive. They seek detailed information about children's needs and preferences, keeping parents well informed face to face, via newsletters and social media pages. They also have an app where they can share information such as lesson plans, observations, and pictures of activities. The app also has a function for messages to be sent back and forth between parents and staff. Children's sense of belonging within the community is supported and developed as staff plan regular visits to local places of interest. For example, they enjoyed an outing to the St David's day parade in Llangefni, and they regularly walk to the local market to pick their own fruit. They recently had a "people who help us" week with visits from a police officer, a nurse, and the dental team.

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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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 highlight these as Recommendations to Meet National Minimum Standards.

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

National Minimum Standards	
Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

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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