



# Inspection Report

**Plant Parciau**

**Griffiths Crossing  
Caernarfon  
LL55 1TS**



**Date Inspection Completed**

06/09/2023

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## About Plant Parciau

Type of care provided	Children's Day Care Full Day Care
Registered Person	Rhiain Ackers
Registered places	56
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	12 October 2022
Is this a Flying Start service?	No
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.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Good</b>

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

## Summary

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

Staff have a suitable understanding of their responsibilities to keep 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 are committed to ensuring that the service is managed effectively. They share their vision for the service with the staff, supporting them to follow policies and procedures effectively. Those responsible for running the setting endeavour to provide a high-quality service to the children and their families.

Children are happy and comfortable at the setting. They make decisions about how to spend their time at the setting and are confident in communicating their needs to staff. For example, they ask for toys and activities from another area, knowing the staff will help them. They move freely around the activities available and follow their own interests. The younger children can also follow their individual routines and preferences with regards to nap and snack times, and the staff plan around this. For example, when children are tired during lunch time, they can go have a nap and the staff will save them some food so they can eat it later on.

The children feel safe as they receive care from staff members with whom they have developed warm relationships. They feel happy asking the staff for comfort when needed. For example, approaching the staff for comfort after a fall or if they were tired. The children are confident when speaking to other adults visiting the setting as they feel safe and secure. The children make friends and chat with each other during lunch time and play time and during activities, and they smile and laugh frequently while doing so.

The children enjoy their play and concentrate well whilst exploring the range of activities available to them. They are eager to involve the staff in their play. For example, children were eager for the staff to read books to them and join in their hide and seek games. They are eager to share their work with the staff, knowing the staff will praise them and celebrate their achievements. For example, the children were eager to show their craft work to the staff and smiled when the staff praised their efforts.

The children listen well and are happy to help with tasks and to follow instructions. For example, when washing their hands, and when tidying up after an activity. The children play well with each other. They share toys, wait their turn and work together to complete tasks successfully. For example, when they were looking for shape flash cards which were hidden in the outdoor play area, they took turns and helped each other find the hidden shapes, chatting enthusiastically with each other as they searched.

The children are given opportunities to develop their independence skills by completing tasks for themselves. For example, the younger children are given plenty of time to feed themselves during lunch time, and to wash their face and hands after they're finished, and the staff are at hand to support and encourage them. All children have the confidence to choose which activities they wish to take part in independently.

The staff have a good understanding of the setting's procedures for keeping children safe, and they follow them effectively. All members of staff have completed paediatric first aid training. Detailed records are kept of any incidents and when staff administer medication to a child. Any accidents are recorded on appropriate forms, stating the circumstances, any injury and the steps taken following the accident. However, these records are not always signed by the staff and parents or include a reason as to why they have not been signed. The staff are confident about the appropriate procedures to follow should they have any concerns about a child, and they have completed training with regards to safeguarding children. The staff also ensure that regular fire drills are held so that the children and staff know how to leave the premises quickly and safely in an emergency. However, these records do not include certain information which would enable staff to plan drills at different times and with different children.

Staff follow effective procedures to prevent the spread of infection. They encourage the children to wash their hands as required and follow the appropriate procedures when handling food. They also follow the correct procedures when changing nappies. Overall, the staff encourage the children to eat healthily and to drink plenty. Children are given a healthy lunch and other options are available if children do not like the main option or if a child has an allergy. However, not all snacks provided during the morning are balanced. 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 positive relationships 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. Staff also model social skills effectively when playing alongside the children and model saying thank you and praising each other during activities.

Staff provide a variety of activities that will be of interest to the children. They know their individual preferences well and plan activities based on these. They ensure a good mix of indoor and outdoor activities. The setting has purposeful arrangements for identifying and supporting 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 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, 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. These are renewed annually, and new risk assessments are completed before any new activities are undertaken or when any matter is identified.

Those responsible for running the setting ensure that all the areas used by the children are sufficiently spacious, well-maintained and welcoming. The playrooms are decorated in an appealing way, and examples of the children's work are displayed. This gives children a sense of belonging and helps them settle in at the setting. The outdoor play areas provide a suitable range of opportunities for children to develop their physical skills, including various climbing equipment, slides, bikes and scooters. Toys and resources in the indoor play areas are stored at a low level and are well organised in boxes. These boxes are organised so that it is easy for the children to see what is in them. The toilets have suitable facilities, with low sinks and toilets and potties to promote the children's independence.

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 also ensure that the children have opportunities to explore natural materials. For example, water play, wooden blocks in the construction area and a sand pit. Many of the toys are made of wood and there is a good variety of recycled materials in the role play and craft areas.

Those responsible for running the setting ensure that the staff are aware of their responsibilities and follow the setting's policies and procedures effectively. The policies are comprehensive and provide a clear outline of the procedures to follow. The setting's statement of purpose includes detailed information and an accurate description of the service provided. This means that parents can make an informed decision as to whether the setting meets their needs and the needs of their child. All documents are checked and renewed annually to ensure they include current information. All of the service's documents and procedures are available in Welsh and the setting provides the Welsh Language Active Offer.

Those responsible for running the setting are keen to ensure that they continue to develop and improve. They ask parents for verbal feedback regularly and they also send feedback questionnaires to parents and staff. Feedback is also collected from children by speaking to them and observing them daily. Those responsible for running the setting have produced a quality of care review report. This report outlines the improvements which have already been made at the setting. However, it is not clear how those responsible for running the setting respond to any recommendations from parents or children, and it does not outline what improvements are planned for the future.

Those responsible for running the setting ensure that the staff have regular 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 can go to those responsible for running the setting at any time to discuss any problems or training needs. Records of supervision meetings and annual evaluations are kept in the staff's individual files.

Those responsible for running the setting share information with parents effectively. Staff communicate effectively and consistently with the children. Detailed records of the youngest children's time at the setting include what they have eaten, sleep patterns and any other relevant information. In addition to this, staff send regular photographs and comments through private digital messages. The feedback questionnaires from the parents praise the setting and the care their children receive.

### Summary of non-compliance

Status	What each one means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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 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 12 - Food and drink	Ensure that all snacks offered to children are healthy and balanced.
Standard 18 - Quality assurance	Ensure that the Quality of Care Review outlines how those responsible for running the setting respond to recommendations from parents, staff and children and outlines improvements which are planned for the future.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Include the number of children in attendance and the time it took to complete the drill in the fire drill records.
Ensure parents and staff sign accident records.

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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