Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Meithrinfa Traed Bach

Yr Hen Lyfrgell
Stryd Yr Aradr
Llanrwst
LL26 0AG

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

22/06/2022

Welsh Government © Crown copyright 2022.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Meithrinfa Traed Bach

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Traed Bach Cyf
Registered places	42
Language of the service	Both
Previous Care Inspectorate Wales inspection	Manual Insert 02 August 2018
Is this a Flying Start service?	Manual Insert No
Does this service provide the Welsh Language active offer?	Yes. 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.

Well-being	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

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

Summary

Children are happy and settled. Their opinions are valued and acted on. They cope well with separation from their parents / carers because they are warmly welcomed by staff. Children are active and enjoy making choices about what they want to play with. Interactions between children and those caring for them are positive and as a result children enjoy their activities. They are developing their independence skills successfully. Staff have a friendly approach to care giving. They praise children for their efforts and achievements. Play activities are well organised supporting children to develop their physical skills well. Staff promote most healthy practices effectively. The indoor environment is clean and organised attractively. The outdoor environment offers good opportunities for children to practice their co-ordination skills. Toys, resources and equipment are age appropriate and suitable for the ages cared for. The people running the setting have made significant improvements and are committed to create better outcomes for children. The setting operates bi-lingually.

Well-being Good

Children are content and express enjoyment. They have a sense of belonging, are beginning to form friendships and are becoming familiar with routines.

Children are confident communicators as their wants, moods and needs are generally considered. For instance, before going to school a child made a request to sit in the front seat of the car and their request was accepted. A child said excitedly they like coming to the setting to paint and play with the toy ponies and unicorns. Children spoke to us about the ice lollies they had after playing outside in the sunshine and said the ‘rocket’ tasted ‘nice’.

Children cope well with separation from their parents / carers because the friendly staff warmly welcome them. They are familiar with the daily routine and show us how they wash and dry their hands and put the paper towel in the bin provided. Children feel comfortable and approach staff with ease to make their requests, for example, during breakfast time they asked for more cereal, milk or water to drink and this was given to them straight away.

Children interact positively, many children co-operate well and are generally interested and engaged. They enjoy the social occasion of mealtimes; they sit nicely at the table and are well mannered. Children are forming friendships and are learning to take turns and share. For instance, during outdoor play two friends took turns to ride down the ramp on their bikes. Younger children enjoyed giving their friend a cuddle.

Children are active and curious. They enjoy appropriate opportunities indoors and outdoors and can also relax and have quiet times. For example, younger children enjoyed exploring the different sized coloured balls, they held up their favourite ball to show staff. Other children worked well as a team, they built a wooden train track and helped one another to place the carriages on the track. They experimented with speed and motion, seeing how fast the carriages can move. Few children enjoy quiet time and chose a book to look and read through with staff. They actively pointed at the pictures and asked and answered questions.

Younger children show perseverance and determination to climb the slide steps and took delight in their own achievements by repeating the exercise. Children prepare themselves to go to school well and make sure they have everything they need ready. Younger children have good skills to self-feed and enjoy eating their lunch. Children are learning to do things for themselves with positive encouragement from the staff.

Care and Development Good

Staff have a friendly, caring approach and manage interactions positively. They praise children for their efforts and achievements.

Staff understand their role and responsibilities to keep children safe and healthy. Reasonable measures are taken to minimise risks of harm to children's welfare and safety. They have an appropriate understanding of safeguarding procedures. Nearly all staff have completed first aid and safeguarding training suitable for the age ranges of the children being cared for. Accidents and incidents are recorded accurately, and these are signed by both staff and parent to evidence they are being kept informed. Parents we spoke with said staff provide them with daily updates on how their child has been during the day and if there has been an accident, they are fully informed.

Staff promote healthy lifestyles effectively. For example, they follow good hygiene procedures and encourage children to wash their hands, helping to develop their personal hygiene practice effectively. Healthy snacks are provided with a choice of milk or water to drink. However, during lunch time diluted fruit juice is served for older children which is not in line with current guidance. Since our visit the responsible individual has confirmed she has addressed this matter. Staff encourage children to play outdoors in the fresh air to develop their physical skills well. They make sure children are prepared to go out and play safely in hot sunny weather, for instance, ensuring they have sun cream and hats.

Staff consistently record children and their own attendance but not always recording their own breaks. Fire drills are conducted, and the outcome is recorded. Nappy changing procedures are in line with current guidance.

Staff praise children for their efforts positively. They provide a friendly and welcoming environment and make sure children are provided with reassurance and comfort. This creates a calm and relaxed atmosphere.

Staff have a responsive approach to activity planning and focus on children directing their own play well but miss opportunities sometimes to develop the children's learning. They track children's progress but the outcome and evaluation from these observations are not always fully considered to aid the next steps for each child's progression. Activities to teach children about their wider society and Welsh heritage is underdeveloped. Staff are consistently engaging with children during their activities, for instance, a staff member held a child's hand to walk down the steps and took this opportunity to practice counting. They encourage children to engage with the local community to improve their social skills, for example, photographs showed children enjoying a variety of activities at the local library and collecting leaves during a walk.

Environment — Good

The people running the setting have made significant improvements to the indoor and outdoor environments. They have worked hard to make sure these areas are attractively organised and well ventilated.

The people running the setting provide a safe and clean environment where children can play successfully.

Risk assessments appropriately identify the potential hazards to children and what measures are in place to manage these risks. Since COVID-19 the person in charge makes sure staff increase the cleaning routines and follow current guidance. Information is available to everyone about how they will deal with emergencies. Staff supervise children well.

The people running the setting make sure the layout of the playroom promotes children's independence enabling them to freely explore and make their own choices about what they want to play with. Toys and resources are suitable for the ages cared for and children have access to appropriately sized furniture.

The people running the setting ensure children have easy access to toys and resources. There are resources to develop children's sensory, language, numeracy and self-awareness skills. However, the use of recycled and sustainable resources is underdeveloped in order to further develop children's sensory skills and curiosity. Leaders make sure there is a designated area for children's personal items, and this creates a sense of belonging. They present children's artwork nicely and this shows children their efforts are valued. For instance, seaside themed paintings of fishes, sandcastles, star fish and paper plate jelly fishes decorate the play areas.

The outdoor area is attractively organised with a choice of equipment for children to choose from and develop their physical and co-ordination skills. The people running the setting make sure children have some opportunity to learn about the natural world and have organised areas in order for children to plant flowers.

Leadership and Management — Good

The people running the setting are committed to making improvements and manage the setting well.

The statement of purpose provides parents with the information about what the setting offers. Policies and procedures are in place, and these are implemented appropriately and reviewed regularly, however the most recent review date is not always included. The responsible individual has submitted the assessment of service statement to CIW and notify us of any significant events at the setting. The people running the setting have a good understanding of their responsibility to promote the Welsh language and the ‘Active Offer’ is provided.

The report reviewing the quality of care is reflective, highlighting what the setting does well and what requires further development. The report includes some of the comments gathered from those using the setting to aid improvements going forward in order to achieve better outcomes for children.

The people running the setting make sure the disclosure and barring checks for staff and their mandatory training is up to date. The required information has been collated in the staff and children’s files. Discussions of one-to-one supervision and appraisals with staff are recorded. However, these do not always capture the performance targets for each staff member fully in order to improve their practice. Staff told us the people running the setting are ‘supportive’ and always available if needed. Staff spoken to said they felt supported in their role and enjoy working at the setting.

Parents we spoke to said how happy they are with the setting and their child is happy and settled. The people running the setting have built positive partnerships with parents and the local community. Such positive experiences are helping children to familiarise with their local surroundings and improve their social skills.

Recommendations to meet with the National Minimum Standards

R1: Follow the Welsh Government food and nutrition guidance for childcare providers on healthy hydration.

R2: Develop staff's knowledge and practice on how to progress children's learning, for example, consider using the observations made on children's progress to prepare activities for their next steps in learning.

R3: Include the use of recycled and sustainable resources to develop children's sensory skills and curiosity.

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
N/A	No non-compliance of this type was identified at this inspection	N/A
	Regulation 28 of The Child Minding and Day Care (Wales) Regulations 2010 ("the 2010 Regulations"):	Achieved

	Suitability of Workers:	

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.

Date Published 15/08/2022