Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Meithrinfa Plas Pawb

Canolfan Intergredig Plas Pawb
Safle Ysgol Maesincla
Maesincla
Caernarfon
LL55 1DF

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

12/10/2023

About Meithrinfa Plas Pawb

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Gwynedd Council Child Care and Play Services
Registered places	52
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	20 March 2018
Is this a Flying Start service?	Yes
Does this service promote 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.

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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, settled and make choices about how to spend their time. They feel safe and confident in the setting as they have developed positive relationships with the staff and are forming friendships with each other. Children enjoy the activities available to them and they concentrate well on tasks.

Staff understand their responsibilities about keeping children safe and healthy. They know the children well and speak with them in a warm and friendly manner. Staff manage interactions positively and encourage good manners. They plan a variety of stimulating play experiences for the children to help them develop good social skills.

People who run the setting ensure all the areas used by the children are safe and welcoming. Toys and resources are of good quality and provide plenty of opportunities for the children to learn and develop their skills. People who run the setting ensure children have plenty of opportunities to learn about the world around them by providing a wealth of natural and recycled materials and real-life objects.

People who run the setting manage the service effectively. They ensure staff receive appropriate training to support children and their individual needs. However, they need to ensure all the required information is collected when recruiting new staff members. People who run the setting endeavour to provide a high-quality service to children and their families.

Well-being Good

Children are happy, settled and enjoy their time at the setting. They have formed close bonds with staff and feel confident to approach them for cuddles and reassurance when they need it, knowing that this will be provided promptly and without question. Children move freely around the play areas and available activities and lead and direct their own play throughout the day. Children's individual preferences are respected throughout their time at the setting. For example, children can sleep whenever they are tired and not at set nap times and activities are offered according to their likes and dislikes.

Children clearly feel secure in their surroundings. They are confident to approach visitors to talk about what they are doing. They are confident to express their wants and needs to staff, knowing that their wishes will be respected. For example, when one child indicated they preferred a yogurt to the pudding that was on offer staff quickly provided a yogurt instead. Nearly all children are eager to share their achievements and involve staff in their play as they know they will respond with enthusiasm. For example, children called out to staff to show the worm they had found in the mud and staff responded enthusiastically. They later went to search for more insects together, chatting happily as they did so.

Nearly all children interact well together and are beginning to form friendships with other children. For example, children worked together to create a bridge for the toy cars using large cardboard reels and wooden planks. They chatted animatedly and instructed each other as they played, eventually building two bridges so everybody had room to push their cars across. Most younger children co-operate well with each other during play and respond positively to staff instruction. For example, while playing in the outdoor area babies were happy to wait their turn to use the slide with a few prompts from staff.

Nearly all children are highly motivated to explore their environment and enjoy taking part in the activities on offer. For example, a group of children enjoyed taking turns to walk along a balance beam they had created, calling out to show each other when they had reached the end. Another group of children enjoyed playing in the water tray, chatting together as they filled their watering cans and carried them back and forth to fill the tub. Lots of laughter, cheering and happy chatter could be heard during these activities as children excitedly show staff and their friends what they are doing.

All children are encouraged and supported to do things for themselves. Older children complete self-care tasks independently, with support provided if needed. Babies can practise self-feeding during lunch and snack times with plenty of time and space given to do so independently. All children lead and direct their play and choose resources as they wish, this is because toys and activities are set out in a way that enables children to access them easily and independently.

Care and Development — Good

Staff are confident with regards to their duties to safeguard children; they have all received training on safeguarding children. Staff we spoke with were very confident in the correct steps to follow should they have a concern about a child. 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. A good proportion of staff have current paediatric first aid certificates and any accidents or incidents that do occur are recorded effectively and shared with parents.

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. There are efficient systems in place to ensure staff are aware of children's individual dietary requirements so they can ensure children receive suitable snacks and meals.

Staff speak to children with warmth and affection. They provide comfort and reassurance when children need it and treat them with respect. They encourage positive interactions using highly positive and effective strategies, giving clear instructions whilst explaining to children when their behaviour was not appropriate. For example, when children became over excited and started to run indoors, staff clearly stated they should walk in the playroom in case anybody got hurt before asking them kindly to go to play outside if they wanted to run. The child quickly slowed down and walked calmly to fetch the toy they wanted. Staff modelled positive interactions throughout the day, with plenty of praise given for good behaviour, completing activities, and trying new things.

Staff know the children well and are able to respond to their individual needs effectively. Comprehensive details about children's preferences and individual needs are sought prior to them starting and this information is used to plan a variety of stimulating activities and experiences for children. Staff also conduct regular observations on children, and these are kept in the children's individual learning records. Staff have effective systems in place for communicating with parents, keeping them well informed about their child's time at the setting.

Environment — Good

People who run the setting prioritise children's safety and ensure staff follow procedures effectively to safeguard children. For example, staff ask visitors to sign the visitors book on arrival and they ensure the premises, including the outdoor areas are safe and secure. This prevents any unauthorised access to the premises. Staff keep an accurate register of children's attendance. However, the times of arrival and departure are not noted. People who run 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 reviewed regularly and any actions required are completed promptly, ensuring all potential hazards are monitored and managed effectively.

People who run the setting ensure that all the areas used by the children are spacious, well-maintained and welcoming. All playrooms are well organised and attractively decorated in neutral colours and using natural materials where possible. For example, there is an emphasis on using wooden toys, natural materials for construction, real objects in the role play areas and wicker baskets for toy storage. Toys and resources are well organised in boxes and are stored at low level so children can choose from them independently. The outdoor play area provides a wide range of opportunities for the children to explore and play to develop their imagination and understanding of the world around them. For example, water play areas, climbing apparatus, loose parts, insect hotels and mud kitchens.

People who run the setting provide a good range of toys and resources which are in good condition and are appropriate to the children's ages and stages of development. They are well-maintained and cleaned regularly. However, staff do not always record when toys and resources are cleaned. Furniture and resources in each playroom are well thought out and are suitably sized according to the ages of the children who will use them. The toilets have suitable facilities, with low sinks and toilets to promote the children's independence.

Leadership and Management — Good

People who run the setting share a clear vision for the setting with staff and have a good range of policies and procedures in place, which contribute effectively to the smooth running of the setting. They review these policies regularly, ensuring they are up to date and contain all the required information. People who run the setting ensure the statement of purpose provides a clear and accurate description of the service offered. This enables parents to make an informed decision about whether or not the setting meets theirs and their child's needs.

People who run the setting have robust arrangements for identifying strengths and areas for improvements. They regularly seek feedback verbally from parents as well as through sending feedback questionnaires to parents and staff. Feedback is also sought from children by talking to them and conducting daily observations. People who run the setting then create a report in response to the feedback received, identifying any improvements made to date and those planned for the future.

People who run the setting ensure that staff have regular training and support to fulfil their roles effectively. Staff files are comprehensive and most include all the required information, demonstrating that safe recruitment checks are in place. However, one staff file only contained one reference, where two is required. This has been identified as an area for improvement. 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. People who run the setting ensure they continually meet the required numbers of suitably qualified staff to care for children safely.

People who run the setting share information with parents effectively. They keep evidence on file of the information collated from the parents about their children's specific needs, as well as their likes and dislikes. They send parents daily information sheets which include information about food, nap times and nappies as well as any activities the children have taken part in. The feedback questionnaires from the parents praise the setting and the care their children receive.

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

28	People who run the setting must ensure all the required information is included on all staff files, including two references and evidence of staff qualifications.	New

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

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)
Recording the times of arrival and departure of children on the daily registers.
Keeping an accurate record of when toys and resources are cleaned.

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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