Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Babinogion Menai Cyf

Old County Primary School
Pentraeth Road
Menai Bridge
LL59 5HS

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

12/11/2024

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About Babinogion Menai Cyf

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Babinogion Menai Cyf
Registered places	59
Language of the service	Both
Previous Care Inspectorate Wales inspection	11 March 2020
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service 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 enjoy attending the setting. They feel safe and secure in the care of staff. Children have good opportunities for play and learning and develop their independence through a range of exciting play and learning experiences.

Staff are professional, qualified and enjoy their work. They are kind, caring and interact well with children. Staff have a good understanding of how to keep children safe and healthy. They are attentive and show respect to the children in their care.

The environment is clean, welcoming, and child friendly. Leaders ensure risk assessments are in place and regularly updated. The environment is well organised to stimulate and support children's play and learning. A good range of indoor and outdoor resources promote children's all-round development.

Leadership and management of the service is good. Leaders are motivated and dedicated to delivering high quality childcare. Required policies and records are in place. Parents speak highly of the setting and the care their children receive.

Well-being — Good

Children are happy, settled and make many decisions about how they spend their time. They choose from the fun activities and toys on offer, following their own interests. For example, babies freely explore their playroom choosing from a range of toys and follow their individual sleep routines. Children of all ages express themselves confidently. They are listened to, which makes them feel valued and promotes their self-esteem. Planned activities consider children's interests and ideas, which puts their 'voice' at the heart of the setting.

Children are happy, settled and most cope well with separation from their parents. They have good bonds of affection with staff who are kind, gentle and warm. For example, children who are upset or unsettled on arrival seek comfort from staff, who are very familiar to them, which helps them settle quickly. Children are familiar with the routines which they enjoy, and this supports their sense of safety and belonging. For example, we saw children excitedly putting on their coats to go outside and play.

Children are starting to form friendships in line with their age and stage of development. They are beginning to respect each other and the resources of the setting. Younger children are learning to share toys with support from staff. Older children have fun creating imaginative games together using character figures.

Children enjoy their play and learning. They benefit from a good range of age-appropriate play and learning resources in each room and outside. They choose from a variety of exciting and enjoyable activities. Children in the baby room delight in creating tyre track pictures using toy cars and paint. Younger children role play enthusiastically in the outdoor play kitchen creating meals for the staff. Children are encouraged to follow their own interests and most sustain their play for periods suitable to their age and stage of development.

Children develop a good range of skills as they play. They have opportunities to become independent. Children learn to manage their own health and hygiene needs, such as washing their hands before and after snack. However, children do not always serve themselves food and drink. With staff support, children are encouraged to put on their coats and shoes before going outside. Children work well together to tidy away toys and resources.

Care and Development — Good

Staff understand their roles and responsibility to keep children safe. They responded well to the procedures and scenarios discussed during the inspection. Staff understand the safeguarding policy and their duty to report concerns to the safeguarding officer. They are also aware of their individual duty to report to the local authority safeguarding team should the need arise. Staff keep written records of accidents and incidents involving children, and parents are informed. However, these are not formally monitored. Staff ensure that medication is stored safely, and written permission is obtained before any medication is given. They record the administration of medication and ensure parents sign to acknowledge the information. People who run the setting have completed the Public Health Wales hygiene control audit and have shared findings with staff in order to identify improvements. Staff hold relevant food hygiene training and follow correct cleaning procedures as part of the infection control process to help keep children healthy and safe.

Staff understand the behaviour management policy and consistently use positive reinforcement. They offer praise and encouragement to children for good tidying and accomplishing their goals during play. Staff are positive role models. They encourage good manners and remind children to say ‘diolch’ (thank you). They create meaningful relationships with children in their care. As children play, staff show a great interest in their activities and discuss tasks in a calm and supportive manner. For example, we saw staff offering alternative solutions when two children wanted to ride the same pedal car.

Staff are friendly, responsive, and attentive to the children’s learning and development. They plan a wide range of activities in response to children's interests. This promotes curiosity and sustained thinking amongst children through the use of play based learning and positive interactions. They observe the children and plan for their next steps. Staff develop children’s skills effectively across most areas of learning. They know the children well and, as a result, they set suitable targets for children. Staff have a sound understanding of their individual needs, abilities and interests through comprehensive information provided by families. Children with additional needs are well supported, and staff work effectively with outside agencies to ensure the best outcomes for children. The use of Welsh is strong throughout the setting.

Environment — Good

People who run the service ensure the environment is safe and secure. Staff allow only authorised access to the setting and ensure that a record of all visitors is maintained. Internal doors that can only be opened by staff, prevent children leaving the setting, whilst allowing parents to enter the foyer to bring and collect them. The gate to the outdoor area is always shut when children are outside, and staff ensure no unauthorised access. Routine safety checks for the building and certificates are up to date. Useful risk assessments for nearly all areas and activities at the setting are in place and are followed by staff. They complete daily safety checks of the environment to identify and, where possible, eliminate any risks to children's safety. Staff carry out fire drills regularly. However, a fire drill has not been carried out since new members of staff have joined the setting in line with the fire policy.

People who run the setting provide children with an indoor and outdoor environment that is spacious, child friendly, light, and bright. The environment provides children with a warm and welcoming atmosphere from the moment they arrive. Photographs of children and attractive displays celebrate children's work and gives them a sense of belonging. There are different rooms available which allow children to be grouped according to their age and stage of development. This provides the space children need to play and learn at their own pace. Indoor rooms have quiet corners and calm lighting, giving children the opportunity for rest and relaxation as well as stimulating play. Toilet and nappy changing facilities are clean and easily accessible. The dedicated sleep room provides a safe and quiet place for children to sleep undisturbed whilst still giving staff easy access to check on them.

People who run the setting provide a broad range of stimulating resources that allow children variety and choice within the different rooms. Furniture, toys, and equipment are of good quality and are developmentally appropriate to children. Outside is a large and inviting space where children can explore and learn about the world around them and develop a range of skills. This includes a mud kitchen, bikes and trikes, climbing equipment, an outdoor classroom, and a spacious playhouse. People who run the setting provide suitable furniture and resources to support children's independence. For example, child sized tables and chairs, toilets and low-level toy storage, suitable for the ages of children who attend.

Leadership and Management — Good

Leadership and management of the setting is strong. People who run the setting are enthusiastic and motivated to provide a high-quality service. There is a clear statement of purpose providing parents with information about how the setting runs. People who run the setting engage positively with Care Inspectorate Wales (CIW) and are keen to drive improvement. They ensure all required records are organised and accurately maintained. They notify CIW of significant events. There are comprehensive policies and procedures in place.

People who run the setting have created an effective quality of care report. They ensure staff, children and outside agencies' views and opinions are obtained. People who run the setting ensure that these opinions are implemented towards the improvements for the setting, which are highlighted in the report. They create goals for the future running of the setting and review these regularly.

There is a clear system in place to ensure that all staff have current Disclosure and Barring Service checks (DBS). Staff files are up to date and people who run the setting undertake all relevant checks to ensure staff are suitable to work with children. Most staff have up to date mandatory training such as first aid and safeguarding and receive good opportunities for additional training. There is an established staff team at the setting. They are enthusiastic, motivated and enjoy their work. Staff told us they felt supported by their managers. People who run the setting are in the process of ensuring all staff receive regular supervision and annual appraisals.

People who run the setting have a complaints policy and procedure in place although no complaints have been received. Partnerships with parents, carers, outside agencies, and other stakeholders are good. Parents we spoke to were happy with the information provided by the setting and told us their children are very happy attending.

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	
22 (2) (b)	Regulation 22 (2)(b) - arrangements for the protection of children	Achieved

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)
Consider opportunities to promote children's independence around mealtimes.
Consider formalising the monitoring of accident and incident forms.
Ensure fire drills are undertaken in line with the fire policy.

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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