Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Meithrinfa Pitian Patian Nursery Llanwnda

Tŷ Hen
Llanwnda
Caernarfon
LL54 5SD



Date Inspection Completed

13/08/2024

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About Meithrinfa Pitian Patian Nursery Llanwnda

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Pitian Patian Llanwnda Cyf
Registered places	52
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	9 October 2019
Is this a Flying Start service?	No
Does this service promote the 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

The children are settled, happy and are given valuable and purposeful experiences regularly at the setting. They make choices about the activities they are keen to participate in. They are given freedom to move between all opportunities that are provided at the setting. Children have a warm relationship with staff and they interact positively with them. Children have good social and independence skills which develop purposefully according to their age.

Staff keep children safe and implement the setting's policies and procedures effectively and successfully. Most of the interaction between the staff and children is warm and positive. Staff support the needs of the children who attend the setting skilfully to ensure their personal development. They plan and provide a variety of purposeful activities for the children based on different themes. These include regular activities based on children's interests and suggestions.

The environment is welcoming, and the indoor spaces are laid out effectively. There are consistent hygiene and infection control procedures in place at the setting. The indoor rooms and the outdoor area are clean, safe and appropriate for the children's ages. There are relevant risk assessments in place which ensure that every possible risk is reduced effectively. The setting has a variety of good quality toys and resources for indoor and outdoor activities.

There are good leadership and management arrangements at the service. Staff are led effectively and they work well together. Parents speak highly of the setting, the opportunities provided and the warm care their children receive.

Well-being Good

Children are very happy when they arrive at the setting and they cope well with parting from their parents / guardians. They are completely at ease in their environment and in the company of all staff. Many of the older children are very enthusiastic when they arrive at the setting. They have formed strong relationships with the staff and each other, and this has an effective and clear impact on their welfare. The care they receive is in line with their individual needs from the moment they arrive. For example, children arrive happy and ready to take part in activities. A small number of children require some comfort and reassurance, but the support provided by staff ensures that they settle quickly into the activities. Children understand that the staff respond effectively to their needs and requirements. For example, they were keen for the staff to sit on the floor and help them with the activities.

Children have formed worthwhile friendships with each other and work together effectively. For example, the younger children worked together to build a train track and participated in a role-play activity with a police car toy. Nearly all children throughout the setting await their turn patiently during activities. For example, children were seen sharing resources in the different spaces and taking turns with the available toys. They also worked together effectively when tidying at the end of a session ready for snack time.

Children interact successfully with the staff and show a positive interest in activities. Nearly all children show curiosity and explore the variety of play opportunities that are available to them. For example, children take part in play activities such as role-play with the superhero costumes, whilst discussing their special ability, as well as enjoying playing the musical instruments. Also, the setting was in contact with a member of the British Olympic team. Time was spent following the theme of the Olympic Games, including recreating the Olympic circles. A display of their work was created as well as pictures of the individual's visit to the setting.

Children are aware of each other's feelings at the setting and they are encouraged to choose which activities they wish to participate in based on their feelings and preferences. For example, children were seen concerned when another child appeared unhappy. Throughout the inspection, children were heard laughing and having fun with the younger children saying ‘hello’ to the adults and each other. At the end of the sessions, children were seen putting resources away as part of their routine without any prompt from staff.

Children develop their independence skills and are familiar with their daily routines, such as washing their hands before and after eating. They can choose which purposeful activities they wish to participate in. An example of this included children fetching the resources they wished to use from the storage boxes. However, there are missed opportunities to further

develop children's independence skills during snack time. Children do most things for themselves well with positive encouragement from staff.

Care and Development — Good

Staff follow the setting's policies and procedures purposefully whilst ensuring children are safe and healthy. They are given regular safeguarding training and they understand the setting's safeguarding procedures effectively. Staff record accidents and incidents and ensure that records are signed by the staff and parents. All current members of staff have completed paediatric first aid training, enabling them to deal with accidents appropriately. The setting has effective systems in place to store and record documentation regarding the safe administration of medication. Staff encourage children to eat healthily, and food that is freshly prepared on site is served as well as milk or water to drink. Children's dietary requirements and allergies are managed very effectively, including identifying the ingredients in different foods. All information is updated ensuring staff are aware of children's individual needs. Staff wear personal protective equipment (PPE) when preparing and serving food for the children. Children are encouraged to wash their hands before and after eating.

Staff ensure they have a warm and positive relationship with all children throughout the setting. They are always caring and patient when speaking with the children. Examples of conversations include discussing what activities they wish to participate in and what they wanted for lunch. The atmosphere throughout the setting is relaxed and the children are comfortable. Staff support children's social behaviour in the indoor and outdoor areas skilfully and positively. For example, they are gently reminded about appropriate behaviour and incidents are used as learning opportunities and reminders of what is appropriate. For example, asking *'Ydy ni fod i agor y drws? Be fydd yn digwydd? Brifo bysedd?'* ('Are we supposed to open the door? What will happen? Could you hurt your fingers?') and praising good manners – '*Tisio tost?' 'Ia plis.' 'O da iawn ti.'* ('Would you like some toast?' 'Yes please.' 'Very good.'). Staff interact regularly and effectively during activities. However, interaction during meal times is inconsistent. At best, around half the staff communicate confidently with the children, discussing their favourite things as well as reminding them to use the cutlery appropriately.

Staff promote children's play, learning and development by planning a variety of purposeful activities. Examples include number and letter of the week, thematic work, art as well as role-play. During the Chinese New Year, the setting introduced Chinese food tasting sessions as well as activities based on dragons. Staff undertake regular formal observations of the children, especially during activities. Effective records are kept of their development and achievements and the information is used to plan further activities to support the next steps of their development. Staff promote the Welsh language throughout the setting.

Environment — Good

The setting's environment is safe and welcoming. The setting's security is ensured further by using a CCTV system with screens which are monitored in the main office. The outdoor area can be accessed securely from the setting's indoor spaces and there are appropriate walls surrounding the area to ensure privacy. Visitors are given access to the setting by staff through the secure main door and arrival and departure times are recorded successfully. Relevant risk assessments are in place and reviewed regularly. However, it was reported that daily audits were completed but there are no formal processes in place to record the results. All maintenance and safety audits for the site are completed within the appropriate timescales. Examples include audits of fire and smoke alarms, fire extinguishers and electrical tests. The toilet facilities are appropriate for the children's age, and sinks have been installed at an appropriate level. The nappy changing area meets the requirements with regards to children's privacy and dignity. The setting's cleanliness is consistently good and it is cleaned daily. Staff were seen cleaning regularly during the day, especially before and after snack time. Cleaning materials are stored securely.

The setting is warm and offers a purposeful and successful environment to encourage children's learning and development. The open nature of the rooms at the setting promotes children's curiosity and develops their independence by giving them opportunities to participate in activities and use resources that are appropriate for their age. Resources include toys, musical instruments, sensory resources and role-play clothes. Resources are stored at an appropriate level and children can reach them independently. The outdoor area contains a range of resources, including opportunities to take controlled risks. For example, children are encouraged to use bikes to come down a ramp from the doors of the building. The outdoor resources include a climbing wall, obstacle course, slide and picnic tables.

Children have independent access to the indoor and outdoor resources and they are stored appropriately and securely. The setting offers a worthwhile variety of toys and resources that are appropriate for children's age and maintain their interest. These resources include number puzzles, books, a ball pit and cushions. All furniture and equipment are appropriate for childrern's age and of good quality. All toys and play equipment are clean and well-maintained. We saw them being cleaned regularly during the day. A variety of resources were available to promote children's cultural awareness, celebrations and diversity at the setting, including books and dolls.

Leadership and Management Good

Leadership and management arrangements at the setting are positive and purposeful. Those responsible for running the setting are successful and experienced and they have a clear vision. They have purposeful expectations of the staff, and they support them effectively to do their best. Nearly all members of staff reported that they are encouraged to develop and attend appropriate training. The Statement of Purpose meets the requirements and ensures that parents are given relevant information and a beneficial picture of how the setting is run. Those responsible for running the setting review their policies and procedures regularly and ensure that the staff follow them. They ensure that there are appropriate record-keeping systems in place including children's contracts, registers of children's attendance and staff files. Those responsible for running the setting inform Care Inspectorate Wales (CIW) of incidents as stated in the regulations and provide relevant information at the appropriate times.

Those responsible for running the setting have useful systems in place to evaluate the service. They ask for feedback from parents and children using purposeful questionnaires. They are encouraged to note any further comments in the questionnaires. Any information in used successfully to review the setting's performance, to note any priorities for improvement and to improve opportunities for staff and children. Those responsible for running the setting value their staff. For example, staff reported that they had started working at the setting on apprenticeship placements before being offered a full-time role and some are now room supervisors. As a result, there is a valuable and positive ethos of team work within the staff team, and they work together to ensure the children have the best possible opportunities.

The majority of staff are experienced and all staff ensure that children are safe. Those responsible for running the setting have ensured that there are sound recruitment processes in place in regards to staff suitability checks. Those responsible for running the setting undertake regular supervision sessions and appraisals with staff which encourage them to think about the quality of their practice and to raise any safeguarding concerns. They ensure that they receive support as well as objectives to develop their professional and training requirements. Staff felt they were supported by the setting's managers and felt that they could speak to them and discuss ideas and concerns with them confidently.

There are strong partnerships with parents and external agencies which support the work of the setting. Staff share daily updates with parents face to face regularly. Information is also shared in an electronic form. Information such as photographs of activities are shared on the website or on a private page on social media. Daily activities are listed on a noticeboard outside the main entrance and regular meetings are held with parents to discuss their children's development. Parents told us that their children receive consistent care and that they felt involved at the setting. Examples of comments include, *'mae plant wrth eu bodd,'* (‘children love it here’) and *'mae’r staff yn hawdd i siarad a hwy.'* (‘staff are easy to talk to’).

The setting has a useful partnership with the local school and makes use of a nearby farm, the cinema and the local library in Caernarfon.

Summary of non-compliance	
Status	**What each one 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 it will be followed up at the next inspection.

Area(s) for Improvement		
Regulation	Summary	Status

N/A	No non-compliance of this type was identified at this inspection.	N/A
28	Regulation 28- Staff files did not contain all the required information	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 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 7 - Opportunities for play and learning	Increase opportunities for children to develop their independence during meal times.
Standard 14 - Organisation	Ensure consistency with regards to staff interaction with children during meal times.
Standard 24 - Safety	Formalise daily Health and Safety checks by keeping a record of any actions taken to ensure the building is safe before children arrive.

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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