Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Meithrinfa Caban Baban Day Nursery

Meithrinfa Caban Baban Day Nursery
Madyn Road
Amlwch
LL68 9EW

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

16/05/2024

Welsh Government © Crown copyright 2024.
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 Caban Baban Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Alison Hughes
Registered places	32
Language of the service	Both
Previous Care Inspectorate Wales inspection	16 February 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children are happy, settled and have formed positive relationships with staff and each other. They are confident and make choices about how they spend their time. Children enjoy the activities available to them and they are confident to ask staff for support if they need it.

Staff understand their responsibilities to keep children safe and healthy. They provide responsive care and use positive methods to encourage children to interact well together. They take children's individual interests and developmental needs into account when planning activities to aid children's learning and development.

People who run the setting ensure the premises are secure and in good condition. They have robust systems in place to monitor and manage risks and fire safety effectively. People who run the setting make the environment welcoming to children and provide a selection of suitable toys and equipment, including a good range of opportunities to explore natural and real life materials.

People who run the setting generally understand their responsibilities, but some improvement is needed regarding staff deployment to ensure the appropriate adult to child ratios are adhered to and that staff receive regular and meaningful supervision meetings. People who run the setting have established suitable partnerships with parents, ensuring they are well informed about their children's learning and development.

Well-being — Good

Children are happy, settled and enjoy their time at the setting. They move freely around the available activities, leading and directing their own play throughout the day. Children have formed close bonds with staff and feel confident to approach them for reassurance when they need it, knowing that this will be provided promptly and without question. For example, when they are tired, when they argue with their friends or when they have just woken up after a nap. Children feel valued as staff respect all attempts at communication and listen intently to what children have to say. For example, children are eager to show staff the flowers and leaves they have found in the outdoor play area and discuss what they are going to add to their 'stew' in the mud kitchen. They smile as staff show great enthusiasm in what they have to say.

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 asked to wear sandals to play outdoors instead of their shoes, staff quickly helped them put on some sandal type shoes from the box. When another child asked to colour a picture instead of playing outdoors, staff quickly helped them to choose a picture and asked them if they wanted paint or pencils.

Children interact well together and are beginning to form friendships with each other. For example, children worked together to find items in the garden to feed to the pet rabbits, enthusiastically discussing which plants, fruits and vegetables rabbits enjoy as they searched. Children are learning to take turns and share resources. For example, they took turns to use the bikes and scooters, waiting patiently for their friends to finish playing with their chosen scooter with a little support from the staff.

Children are motivated to explore their environment and enjoy taking part in the activities on offer. For example, a group of children enjoyed creating meals and experimenting in the mud kitchen. They engaged and concentrated well with the activity, taking turns to add items into the pots and to play with the water in the sink. A group of younger children enjoyed creating patterns on the paving slabs using jumbo chalks. They focused their attention well while creating patterns and experimenting with the different colours, eager to show staff the patterns they had created.

All children are encouraged and supported to do things for themselves. They complete some self-care tasks independently, with support provided if needed. For example, they wash their own hands as independently as possible and use individual wash cloths to wipe their own hands and faces after meals. 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 understand their responsibilities to keep children safe and healthy. They are confident in the procedures to follow should they have a concern about a child, and they have received training on safeguarding children. Staff 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. 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 have formed positive relationships with the children. They speak with them affectionately and treat them with care and respect. Staff 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 to share or take turns and provide a clear explanation when their behaviour is not acceptable. Staff also model social skills effectively when playing alongside the children; they model saying thank you and praising each other during activities.

Staff provide a variety of fun activities they know the children will enjoy, including a good mix of indoor and outdoor activities. They know the children well and are familiar with their likes and dislikes. Staff gather comprehensive information about children's individual care, personal and medical needs before they begin attending, helping them to plan effectively to meet individual needs.

Staff complete regular activity plans, which incorporate children's interest into a theme. These plans are also adapted according to children's interests during each day. For instance, when one child showed an interest in the crab toys whilst playing with the sea creature figures, staff printed off pictures of crabs for them to colour and found videos they could watch together to learn and discuss what they had seen. Staff have effective procedures in place for seeking and providing support for children with additional needs. They record observations and note any concerns on children's individual files and work effectively with external agencies to ensure children receive the support they need.

Environment — Good

People who run the setting provide a safe and secure environment. For example, the entrance to the setting is controlled, with external doors which are kept locked and visitors are asked to sign the visitors book on arrival. Staff keep an accurate register of children's attendance, including the times of arrival and departure of each child. People who run the setting have comprehensive written risk assessments in place, which outline any potential hazards to children's safety and the steps taken to manage or eliminate these hazards. These documents are reviewed and updated regularly to ensure any potential hazards are monitored and managed effectively.

People who run the setting ensure all areas used by children are spacious, well maintained and welcoming. The outdoor play area offers a wide range of opportunities for children to explore and play to develop their imagination. This includes a grassed area with a mud kitchen, a garden area with recycled tyres for planting and sensory exploration, and a paved area where children can play on variety of ride on toys. The children are also given the opportunity to help care for the pet rabbits who live in the rabbit hut in the outside area. People who run the setting encourage children to be curious learners. Inside the setting, there is a curiosity room, set out like a real lounge with real life objects. This enables children to have opportunities to develop an understanding of the world around them and to develop their imagination by exploring this environment in small groups.

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. Toys and resources are stored at low level so children can access them freely and independently. 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. All toys and resources are cleaned regularly, with records kept when these tasks are carried out so they are monitored effectively.

Leadership and Management — Adequate

People who run the setting share a clear vision 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 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 through discussions 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 need to ensure there are plenty of staff present at all times to ensure children are supervised appropriately and that staff can carry out routine tasks effectively. This was not always the case during the inspection visit as there were periods where only two staff were present who needed to complete several tasks and as a result, some children were not engaged in activities. Staffing ratios do not always meet National Minimum Standards as there were only two staff members caring for eight children, four of which were under two years old.

People who run the setting ensure robust recruitment procedures are in place in order to safeguard children. Staff files are comprehensive and contain all the required information. Staff told us they can approach the people who run the setting at any time to discuss any issues and their training needs. We saw written records showing that annual appraisals had taken place as well as regular staff meetings. However, individual supervision meetings were not held regularly in between these annual appraisals, with some staff not having received an individual supervision in over 6 months. This has been listed as an area for improvement and we expect people who run the setting to take prompt action.

People who run the setting have appropriate systems in place for communicating with parents, keeping them well informed about their child's time at the setting. Staff complete individual daily diaries to share information with parents about the activities children have taken part in, how much they have eaten, when they have slept, details of their toileting needs, any changes in their mood and children's achievements. This ensures parents are given plenty of details about their child's time at the setting.

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

29	The registered person should ensure that staff receive regular and meaningful supervision meetings.	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)
Standard 15 - Staffing ratios	Ensure the appropriate staffing ratios are adhered to at all times in order for staff to be able to undertake their duties and supervise children effectively.

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published 05/07/2024