Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Caban Y Faenol Cyf

Ysgol Y Faenol
Penrhosgarnedd
Bangor
LL57 2NN

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

30/11/2022

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About Caban Y Faenol Cyf

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Caban y Faenol Cyf
Registered places	56
Language of the service	Both
Previous Care Inspectorate Wales inspection	27 November 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	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, settled and confident to share their views. They make decisions about how they spend their time and have formed positive relationships with staff and each other. Children enjoy the activities available to them and concentrate well on tasks.

Staff understand their responsibilities in respect of keeping children safe and healthy. They know children well and speak to them in a warm and friendly manner. Staff carefully plan a variety of stimulating play experiences for children, which helps them to thrive.

People who run the setting ensure all areas used by children are safe and welcoming. Toys and resources are of good quality and provide plenty of opportunities for children to learn and develop their skills. People who run the setting ensure there are plenty of opportunities for children to explore natural and recycled materials.

People who run the setting are committed to ensure the service is managed effectively. They share their vision for the service with staff, helping them to follow policies and procedures effectively. People who run the setting strive to provide a good quality service to children and families.

Well-being — Good

Children are happy, settled and confidently make decisions about how they spend their time. They move around the activities freely and follow their own interests. Older children are confident to contribute ideas about the activities they would like to take part in by writing them down on post it notes and placing it on the ideas board. These ideas are then incorporated into activity planning by staff. Children are confident to ask staff for help when they need it and to express their wishes, knowing staff will respect them. For example, while playing outside, the younger children were confident to ask staff for help to fetch items from the indoor play area to use in the mud kitchen.

Children have a sense of security as they are cared for by staff with whom they have formed warm relationships. They feel comfortable asking staff for reassurance or comfort when needed. For example, by approaching staff for reassurance when they had an argument with a friend. Children are eager to involve staff in their play. For example, children were eager to sit with staff when completing a craft activity. They chatted happily together when painting the pictures and patterns on their lanterns and asked the staff for help in choosing items and gluing ribbon onto their lanterns when they had finished. Children are making friends and chat together during lunch time and during play, sharing lots of smiles and laughter as they do so. Older children show consideration and friendship towards the younger children and are eager to share their interests with them without prompts by staff.

Children listen well and are happy to help with tasks and follow instructions. For example, when washing their hands, putting on their coats and tidying up at the end of activities. Children play well together. They share toys, take turns and work together to complete tasks well. For example, when playing imaginatively in the outdoor play area they took turns to place their pots in the oven of the mud kitchen and worked together to pour enough water to make objects float down the water pipes.

Children have opportunities to develop their independence skills by completing tasks for themselves. For example, younger children are given enough time to feed themselves and open food packets at lunch time, with staff on hand to support and encourage them. All children have confidence to choose which activities they wish to take part in independently and can move freely between indoor and outdoor areas during the afternoon session as they wish.

Care and Development — Good

Staff understand and follow the setting's procedures effectively to ensure children are kept safe and healthy. More than the required number of staff have completed paediatric first aid training. Accidents and incidents that do occur are well documented and records are signed by parents, showing they have been informed. Staff are confident in the correct procedures to follow if they have any concerns about a child and have completed training on safeguarding children. Staff also ensure fire drills are practiced at least once every term to ensure children and staff know how to exit the premises quickly and safely in an emergency.

Staff promote healthy eating and hydration; they ensure children have access to their water bottles throughout the day and encourage parents to send in healthy lunch boxes or sign up to receive the healthy lunches supplied by the neighbouring school. They encourage children to wash their hands as and when they need to. Staff also ensure children have regular opportunities to spend time outdoors in the fresh air, ensuring they develop their physical skills. Staff follow effective hygiene procedures when handling food and tables are cleaned between activities. However, staff do not always follow current best practice with regards to nappy changing.

Staff have positive relationships with children; they speak with them in a kind and calm manner and provide comfort and reassurance when children need it. They deal with any minor disagreements or inappropriate behaviour positively. For example, by distracting children or reminding them how to share and talk nicely when any minor disagreements occur. Staff use praise often throughout the day to encourage children to interact and behave positively. Staff modelled good manners throughout the session and gave lots of praise when children did so too.

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. People who run the setting have developed positive relationships with the neighbouring school and the local cylch, meaning information can be shared effectively between settings, ensuring a smooth transition for children.

Environment — Good

People who run the setting prioritise children's safety and ensure staff follow procedures to keep children safe. For example, staff ask visitors to sign the visitor's book on arrival and ensure the building and the premises and outdoor areas are secure. This ensures no unauthorised persons can access the premises. 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, including a mud kitchen, water play toys, a construction area containing rocks, wooden planks, sand and gravel and a selection of ride on toys. People who run the setting encourage children to be curious learners by using real life items in play areas. For example, the role play corner contained real kitchen utensils, dishes and recycled house phones. This provides children with opportunities to develop an understanding of the world around them and to develop their imagination. Toys and resources are stored at low level in clearly labelled boxes so children can access them freely and independently. Tables and chairs of different sizes are available to suit the different ages of the children attending. The toilet areas are well equipped, with low level toilets and sinks to aid children's independence.

People who run the setting provide children with a wide range of toys and resources which are in good condition and are suited to the children's ages and stages of development. They are clean and in a good state of repair with detailed records kept of when they are cleaned and checked. People who run the setting also ensure there are plenty of opportunities for children to explore natural, sustainable and recycled materials. For example, many of the toys were made from wood, real life objects and a variety of recycled materials was available for children to explore. They also provide plenty of multicultural and Welsh resources to enable children to learn more about the world they live in.

Leadership and Management — Good

People who run the setting ensure staff are aware of their responsibilities. They share their vision for the service with them and make sure the setting's policies and procedures are followed effectively. The policies are comprehensive, giving a clear outline of the procedures which are to be followed and are reviewed annually. The setting's statement of purpose contains detailed information and gives an accurate depiction of the service offered, meaning parents can make an informed decision about whether the setting meets theirs and their child's needs.

People who run the setting are keen to ensure the setting is continually developing and improving. 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 have written a report in response to the feedback received. This report outlines what improvements have already been made and those which are planned for the future.

People who run the setting ensure staff receive regular training and support to carry out their roles effectively. Staff files are comprehensive and contain all the required information, showing safe recruitment checks are in place. Staff told us they were able to approach people who run the setting at any time to discuss any issues, their training needs. Records of these meetings are kept on staff's individual files.

People who run the setting share information with parents effectively. They keep evidence on file of information gathered from parents detailing children's specific needs, likes and dislikes. Parents were very complimentary of the care their child receive. They told us they had positive relationships with staff, who shared information verbally at the end of each session and also share photographs and information through a dedicated page on social media or through letters.

Recommendations to meet with the National Minimum Standards

R1- Ensure current infection control guidance is followed during nappy changing in order to minimise the risk of cross contamination.

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

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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