Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Meithrinfa Sêr Bach Cyf

Llys Goferydd
Bryn Parc Cefni
Llangefni
LL77 7XA

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

13/02/2025

Welsh Government © Crown copyright 2025.
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.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Meithrinfa Ser Bach Cyf

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Meithrinfa Sêr Bach Cyf
Registered places	55
Language of the service	Both
Previous Care Inspectorate Wales inspection	26 June 2024
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	**Adequate**
Environment	**Adequate**
Leadership and Management	**Adequate**

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

Summary

Children are happy and express themselves well. They have good opportunities to make choices about what affects them. Children interact positively with their friends and those caring for them. They are busy and actively engaged and interested in their play and learning. Children are developing their independence skills appropriately.

Staff know the children well and speak to them in a warm and friendly manner. They take children's individual interests and developmental needs into account when planning activities to aid children's learning and development. However, not all staff members are confident with regards to their duties to safeguard children.

People who run the setting ensure the environment is clean and secure. There is ample space indoors and outdoors for children to play and relax. They have access to equipment and a good selection of toys and materials that are suitable for their age and stage of development. Risk assessments do not accurately reflect the setting.

People who run the setting understand their responsibilities overall and strive to provide a quality service for the children and their parents. However, some improvements are needed to meet regulations and standards.

Well-being Good

Children are confident communicators and express themselves well. They move freely, choosing which activities they want to take part in, and their feelings are continually valued by staff. For example, when children want to go outside to play, staff respond quickly and help them put their coats on. Younger children communicate their wants and needs through facial expressions and babbling, and their requests are responded to swiftly. For example, babies showing subtle signs of being tired are supported to have a nap straight away.

Children feel safe as they receive care from staff members with whom they have developed warm relationships. They have strong bonds of affection with staff and enjoy sitting close to them as well as on their lap during activity time. Children feel comfortable asking staff for reassurance or comfort when needed.

Children make friends and chat together during mealtimes and during play, sharing lots of smiles and laughter as they do so. They share toys, take turns and work together to complete tasks well. For example, when taking turns to climb the climbing frame, they instruct each other on the best way to climb down, chatting enthusiastically and encouraging friends who are less confident. Children behave very well in line with their ages and stages of development. Younger children play happily alongside each other as is appropriate whilst older children begin to play together and develop friendships.

Children have ample activities to choose from and enjoy their play and learning. For example, a group of children create love potions in the water tray. They mix petals and different sparkly objects and concentrate on drawing the coloured water with pipettes to place in different containers. Children also have opportunities to join in with adult led activities such as singing. They take turns choosing their favourite song, and have lots of fun singing, dancing and joining in with the movements to the songs they choose.

Children have good opportunities to develop independence and self-help skills that allow them to do things for themselves successfully. Children begin to eat independently from a young age and increasingly manage their own personal needs such as washing their hands and using the bathroom as they get older. They receive encouragement to put on their own coats and shoes, and many have learned to manage this independently.

Care and Development — Adequate

Staff have a suitable understanding of most of their responsibilities to keep children safe and healthy. Staff have completed current training and confirmed they feel supported to carry out their role appropriately. Staff members have completed relevant safeguarding training, online. The National Minimum Standards for Regulated Childcare for children up to the age of 12 years sets out the training should be face to face where possible. However, people who run the setting told us they have been able to source in person training for their staff. Whilst this is acceptable given the circumstances, we found that not all staff are fully confident about safeguarding procedures. Staff have current paediatric first aid certificates and any accidents that do occur are recorded suitably, and information is shared with parents / carers. Staff ensure children know how to exit the premises quickly and safely in an emergency by completing regular fire drills. These practices are well documented on a dedicated record.

Staff encourage healthy lifestyles by providing opportunities for physical activity ensuring children spend time outdoors in the fresh air. Good hygiene is promoted, with staff encouraging and supporting all children to wash their hands, as needed. Healthy snacks and meals are available for children. There are appropriate systems in place to make staff aware of children's individual dietary requirements so they can ensure children receive suitable snacks and meals.

Staff have formed positive relationships with children. They speak to 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 sharing or taking turns and provide a clear explanation when their behaviour is not acceptable. They set realistic boundaries, having regard to children's understanding and stage of development. Staff use praise frequently to encourage children to interact and behave positively.

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 support children's learning and development appropriately. They monitor children's progress, carrying out regular observations and using developmental progress tracking systems. Staff plan appropriately around children's individual development and consistently review progress. They support children displaying any emerging additional needs and seek additional support from a range of relevant professionals.

Environment — Adequate

People who run the setting provide a secure and clean environment where children can play and learn appropriately. The entrance to the setting is managed, with external doors which are kept locked. Visitors can only gain access by ringing the bell and are then required to sign the visitors book on their arrival and departure. People who run the setting have completed general risk assessments, identifying the potential hazards to children and what measures are in place to manage these risks. However, they are not fully reflective, dynamic or bespoke to the setting.

People who run the setting provide spacious areas for children to play and learn. They ensure the play areas are used effectively to encourage children's development, imagination and natural curiosity. People who run the setting ensure all areas are well maintained and welcoming for children. Toys and resources are stored at low level so children can access them with ease. Toilets have suitable facilities and low sinks to promote the children's independence. People who run the setting make sure the environment, is used appropriately with various rooms available for children to access for different activities. For example, a soft-play room, a sensory room and a dining room, which provides plenty of space for children to experience a social occasion at mealtimes. The outside area provides opportunities for children to develop their physical skills by using climbing apparatus or choosing from the selection of outdoor toys. A large, grassed area offers opportunities for children to run and play in the fresh air.

People who run the setting provide a variety of toys and resources which are in suitable condition and appropriate to the children's ages and stages of development. Staff rotate learning areas regularly, to maintain children's interest and extend their skills. People who run the setting ensure there are resources to develop children's sensory, language, numeracy, and self-awareness skills. They provide opportunities for children to explore natural, sustainable, and recycled materials to develop their natural curiosity.

Leadership and Management — Adequate

People who run the setting manage it appropriately. They have a good range of policies and procedures in place. They review these policies regularly, ensuring they are up to date and contain all the required information. However, the responsible individual has not ensured all staff are familiar with the safeguarding policy. For example, not all staff are fully confident with safeguarding procedures and few staff required prompting. While no immediate action is required, this is an area for improvement and we expect the provider to take action. During our visit, we discussed with the responsible individual the statement of purpose did not provide an accurate description of the CCTV available at the service. Following our visit the responsible individual has addressed this matter and submitted a compliant statement of purpose which provides parents / carers with accurate information for them to make an informed decision about the service.

People who run the setting have robust arrangements for identifying strengths and areas for improvements. They seek feedback from parents, children, and staff. This information is used to write an annual report reviewing the quality of care which outlines strengths of the setting and areas for development to create better outcomes for children. The report includes positive feedback from parents / carers which demonstrate a high level of satisfaction with the service provided.

Staff told us they feel supported by the people who run the setting, and they feel comfortable to approach them with questions or to discuss any problems. Staff receive regular supervision and appraisals to encourage them to think about the quality of their practice and raise any safeguarding concerns. People who run the setting ensure staff employment files are comprehensive and contain the required information, showing safe recruitment procedures are in place.

Most of the required information has been collated in the children's files. People who run the setting ensure the required staffing ratios are met. Staff attendance is recorded but they do not consistently record their breaks in order to have a clear audit of who is caring for children during those times. Staff record children's daily hours of attendance consistently. However, the register system is complex and does not clearly specify the staff caring for children in specific rooms at specific times. While no immediate action is required, this is an area for improvement and we expect the provider to take action.

People who run the setting have appropriate systems in place for communicating with parents / carers, keeping them informed about their child's time at the setting. Meetings are held with parents / carers, and newsletters are shared with them. People who run the setting encourage staff to use an electronic app to share information with parents / carers about the children's activities and daily routines. For example, how much they have eaten, when they have slept, details of nappy changes and children's achievements. However, people who run the setting are not ensuring nappy changing information is being uploaded to the app accurately.

Most of the parents / carers we spoke to said they are happy with the setting and their children are settled. They said staff are friendly and they are happy with the information

they receive about their child’s time at the setting. The people who run the setting have built positive engagement within the local community. For instance, staff take children on walks to shops to raise their awareness of their local surroundings and improve their social skills.

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
22	The responsible individual must ensure all staff are fully confident about implementing the safeguarding	New

	policy into practice and are aware of safeguarding and child protection issues. The responsible individual must make sure all staff have an appropriate understanding of their responsibility to report concerns according to Wales Safeguarding Procedures without delay.	
30	The responsible individual must ensure there is a clear daily record of the names of the relevant children, their hours of attendance and the names of the persons who looked after them. The responsible individual must ensure staff record their breaks to have a clear audit of who is caring for children during these times. The responsible individual must ensure all of the required information has been gathered in the children's personal records to ensure their individual needs are met.	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 5 - Records	Ensure all records relating to nappy changing are accurately recorded and uploaded onto the electronic system.
Standard 20 - Child protection	Ensure staff attend face to face safeguarding training when possible, as outlined in the National Minimum Standards for Regulated Childcare for children up to the age of 12 years.
Standard 24 - Safety	Ensure risk assessments are bespoke to the setting and are updated with any emerging risks as they occur.

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 14/05/2025