Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Meithrinfa Camau Bach (Aberystwyth)

Canolfan Integredig a Hyfforddiant
Boulevard De St Brieuc
Aberystwyth
SY23 1PD

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

05/11/2024

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About Meithrinfa Camau Bach (Aberystwyth)

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Meithrinfeydd Cymru Cyfyngedig
Registered places	75
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	01 June 2023
Is this a Flying Start service?	Yes
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	**Excellent**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Excellent**

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

Summary

Children are happy and competently make effective choices and decisions. They have strong relationships with one another and staff and confidently communicate their needs. Children enjoy a range of interesting play and learning opportunities. Their independence skills are developing very well.

Staff have a good understanding of their responsibilities to protect children. They offer praise and use positive behaviour management techniques effectively with children. Staff provide children with a good range of play and learning opportunities, developing, and extending their learning effectively.

The environment is safe and set out with plenty of activities and areas of play and learning to develop children's skills. The indoor and outdoor spaces are well equipped for children. There are ample toys and games, which are in good condition, and assist with children's development.

Leaders are knowledgeable about current childcare best practice, and this ensures a high level of care for children. They consistently make improvements to benefit children and their families. They effectively support a team of motivated and dedicated staff. There are successful and strong partnerships with parents, which helps children feel settled and their families supported.

Well-being Excellent

Children are very confident communicators as their wants, moods and needs are fully considered and highly valued. The children's verbal and non-verbal communication is responded to consistently. For example, babies held out their hands and staff responded to them and older children asked for specific resources which staff gave to them. Children have very good continuous opportunities to make choices and decisions about what affects them. They can choose where they want to play, ask for more food and follow their own interests.

Children express delight, enthusiasm and enjoyment throughout their time at the setting. They are extremely comfortable in their environment and chatter confidently whilst playing. Children have a strong sense of belonging and are very familiar with the routines of the service. They are settled and cope extremely well with separation. Children have formed very strong emotional attachments with each other and staff. This ensures highly effective consistent care that develops their confidence.

Children have strong relationships with the people around them. They respond and communicate with care and affection and listen to others with interest. For instance, while playing a game, one of the children didn't want to join in and they were reassured that it was ok and they could join in when they wanted to. Children are fully engaged and show respect for others. For example, while outside, children take turns and play together, co-operating in the water and the mud kitchen to create an imaginary cake, sharing the resources between them.

Children are highly motivated in their play and learning. They focus for extended periods of time and chat confidently with staff. For example, children sat with staff, listening to them reading a book and discussed the pictures, before asking for another book, and repeating the activity a number of times. Children happily participate in a wide range of activities and actively explore their environment. They are highly confident and make their own decisions about what activity to be part of. For example, children could decide on whether to join in with a group activity or to carry on playing independently. All children are encouraged to try and succeed.

Children take part in activities resulting in a great feeling of achievement and enjoyment. For example, children excitedly celebrate with staff when they are able to successfully complete the obstacle course. They are well motivated and are very confident even with visitors to the setting. Children experience a broad range of learning opportunities that fully promote their all-round development. They move around freely and fully explore the resources available to them. Children have good opportunities to develop their independence skills throughout the day such as hand washing, deciding which activities to take part in, tidying up and knowing where everything needed to be stored.

Care and Development — Good

Staff successfully implement the setting's policies and procedures ensuring children are kept safe and healthy. They complete regular and worthwhile safeguarding training and thoroughly understand the setting's safeguarding procedures. The setting has clear systems to identify, record and refer any concerns. All information is clear and readily available. Staff record accidents and incidents well, and information is shared with parents and carers. Staff keep effective records of pre-existing injuries when children arrive at the setting, including descriptions of injury and how it occurred, and actions taken by staff and parents / carers. Staff have completed paediatric first aid training, enabling them to deal with accidents appropriately. Staff have clear systems in place if medicines are to be administered. These are safely stored, and any administration is recorded effectively. Staff are aware of children's dietary needs and any allergies are dealt with appropriately and safely. Staff wear Personal Protective Equipment (PPE) when preparing and serving food to the children and encourage children to wash their hands before and after eating to help develop their personal hygiene practices.

Staff have a positive and warm relationships with children. The setting has a key worker for every child, to help with children's individual needs and to provide parents and carers with a regular and effective point of contact. All staff throughout the setting are caring and patient when talking to children. They socialise with the children at snack time and praise them on eating and drinking appropriately. Staff create a relaxed atmosphere, and as a result, children are also relaxed. Staff support children's social behaviours effectively and remind them about appropriate behaviours. For example, reminding children to share, use kind hands or not to run inside. Most staff are interactive with the children and successfully identify moments to engage in their playing to question and further develop children's learning. However, on occasions this is inconsistent and there is a variation in the level of engagement between the staff and children.

Staff promote children's play, learning and development, planning a range of worthwhile activities. Staff mostly include children's suggestions for planning, and these are noted on planning documents including staff observations and preparation for the next steps in the child's learning. However, on occasions activity planning follows themes or events such as 'rugby world cup' and doesn't identify how this is captured from the children's voice and interests.

Environment — Good

Leaders ensure the environment is very safe, well-maintained and as a result promote children's safety and well-being effectively. They have robust arrangements for managing visitors to the building as well as an electronic locking system on doors within the premises. Policies and procedures are implemented effectively to ensure routines are embedded in practice and the environment is free from hazards. For example, evacuation and safety information is on display throughout the setting and staff carry out daily visual risk assessments. All fire equipment is serviced and located in appropriate places, with regular fire evacuation practices undertaken. Other environment and building safety checks are complete, and certificates are in place.

Leaders ensure the environment has good play space for children to move freely and explore. Rooms are well decorated, clean, light and airy. The lay out of the rooms promotes children's independence as resources are accessible meaning children can select toys of their choice without the need for adult support. Outdoors, children have opportunities to safely practice their gross motor skills in areas for climbing, riding or running around. There are quiet areas to allow children to rest and relax as well as offering a sensory room. Furniture and equipment are appropriate to the age and stage of development of the children in each room. Toilets and sinks are low level allowing children to access them independently.

Leaders ensure that children have access to a range of resources that sustain their interest. For instance, children can access role play, building, imaginative, natural and loose parts resources and toys. Resources are plentiful and are readily available to support children's independence and choice. Each playroom includes different areas to promote children's play and learning. For example, space to move and crawl, play on the floor or opportunities for play at tables. Toys and resources are suited to children's age and stage of development. Furniture and equipment are good quality and well maintained.

Leadership and Management — Excellent

Leaders are committed to driving improvement of the service. They have a comprehensive statement of purpose in place which accurately reflects the service. Leaders are knowledgeable and responsible. They keep a comprehensive file of documents, policies and procedures which are reviewed regularly. Children's records are thorough and accurate including contracts, permissions, emergency first aid, accidents, incidents and existing injuries. Leaders review documents regularly and update children's individual information to ensure that they are fully up to date with a child's needs as they progress through the setting. Leaders keep Care Inspectorate Wales (CIW) informed of changes to the setting and have a clear understanding of their responsibilities to inform CIW of significant events.

Leaders collect the views of parents, staff and children in order to maintain standards and implement continuous improvements and further developments of the setting. They produce a well organised and clear quality of care report, which highlights their strengths and sets targets to further drive improvement.

Leaders follow consistently robust recruitment processes to safeguard children. The have evidence of pre-employment checks and leaders have effective systems in place to monitor when information needs updating or renewal. The performance management process is very thorough. Staff receive regular meaningful supervision and appraisals. These discussions motivate staff to identify individual and mandatory training needs. For instance, staff have received training on diabetes, new curriculum for Wales and Makaton. Staff say they feel well supported and feel proud to be working at the setting. Registers clearly show when children are being cared for and leaders consistently exceed the ratios for staffing in order to fully support staff and safeguard children.

Leaders ensure that all communication and engagement systems with parents are fully inclusive. They keep parents extremely well informed. For instance, they share daily pictures and messages with parents via the nursery's app and verbal feedback at handover. Leaders have recently established a second-hand clothes swap where parents can bring children's old clothes and swap the items for something else. Leaders have very good links with a range of professionals and work closely with them and parents to support children with additional needs. Parents said they find the setting excellent; their children love attending and they value the communication they receive about their child.

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	

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 7 - Opportunities for play and learning	Ensure that the activity planning document reflects children's voice and interests.

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)
Ensure consistency in staff interactions when further developing children's understanding.

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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