



Inspection Report

Meithrinfa Ddydd y Waun

**Y G G Y Waun
New Road
Gwaun Cae Gurwen
Ammanford
SA18 1UN**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

14/06/2024

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About Meithrinfa Ddydd y Waun

Type of care provided	Children's Day Care Full Day Care
Registered Person	Alison Griffiths
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	4 February 2020
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	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.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are settled, happy and enjoy their time at the setting. They develop a sense of belonging and make strong relationships with staff and each other. Children have good opportunities to learn and develop from the experiences provided for them and are completely absorbed in their play.

Staff understand and implement policies and procedures effectively to keep children safe. They are kind towards children, providing positive interactions to ensure children feel valued and happy. Staff consistently implement positive behaviour strategies and model good behaviour. They ensure that there is a range of activities available for the children as well as good opportunities for children to follow their own interests.

People who run the setting have effective measures to ensure the environment is safe and secure. The setting is equipped with a wide range of age appropriate and good quality resources that meet the needs of the children and allows them variety and choice.

People who run the setting and staff work very well together as a team. They ensure their policies and procedures meet the regulations and National Minimum Standards; however some do not fully reflect the setting's practice. The people who run the setting develop good working partnerships with parents.

Well-being

Good

Children have numerous choices and opportunities to make decisions about how they spend their time. They choose which resources they want to play with and decide which activities they want to take part in. Children are extremely confident to communicate their thoughts and ideas, as they know staff will listen and show interest. All children can freely explore their environment and enjoy a good range of age-appropriate toys and resources.

Children are settled and happy. For example, the older children arrived for lunch, full of enthusiasm and eager to greet the staff and share their news. The children know the staff very well and have developed secure and affectionate relationships with them. These strong relationships support children to confidently make choices and participate positively in their play.

Children develop friendships and clearly enjoy being in the company of other children. They play happily alongside each other or together. Children are becoming self-aware and are learning to be sensitive to the needs of others. For example, one child shared his car with his friend and then went to find another one for himself. They are encouraged to make healthy, rewarding and meaningful connections by building friendships and being kind.

Children are motivated to follow their own interests and sustain their play for periods suitable to their age and stage of development. For example, a group of children played with the tricycles and tractors for a significant amount of time, weaving through cones and stopping at the roundabout. Children thoroughly enjoy and are completely absorbed in their play. They eagerly showed photographs of chicks hatching in their very own nature area, they excitedly talked about the nest that was built and how they had been patiently observing the nest every day.

Children have good opportunities to develop their independence. They are provided with a variety of age-appropriate experiences to practise their self-help skills. For example, at snack and mealtimes children serve themselves milk and water. They are encouraged to drink out of real life crockery, promoting a sense of responsibility and care for what they do. Two children sat having a chat, carefully sipping out of their teacups, whilst another two played instruments together on the carpet. Children confidently choose activities, which supports them to develop independent thinking skills and make their own decisions. For example, two children decided they wanted to play instruments as they were not hungry, their wishes were respected and they were reminded that they were welcome to join when they were ready.

Care and Development

Good

Staff demonstrate a thorough understanding of their responsibilities to keep children safe and healthy. They have a good knowledge of safeguarding procedures and are confident when they are asked about hypothetical scenarios. Staff follow good hygiene practices in relation to nappy changing and food hygiene. There are sufficient staff with a paediatric first aid qualification. There are suitable systems in place for recording accidents, incidents and any medication administered.

Staff interact with children in a positive, kind and caring way. They provide opportunities for children to focus on their own feelings. For example, they use the quiet area when needed to spend time with children to build close bonds and to support individuals to self-regulate and reflect on their behaviour. They build very positive relationships with children and offer encouragement and praise throughout the day. The interactions between the staff and children are meaningful and they demonstrate genuine warmth towards each other. Staff are respectful in the way they speak to children and each other, making them excellent role models. They allow children the opportunity to resolve conflict between themselves, whilst being closely supervised. Staff encourage the children to use their voice and express their wishes and problem solve between themselves. For example, two children both wanted the same bucket at the sand play, they talked it through and agreed that they would take turns and hand it over between every tower they built. Staff observe these conversations and praise them for being responsible and kind.

Staff successfully meet the needs of children; they support children's learning and development well through positive interactions and the activities they provide. Staff know the children well and provide learning opportunities that cater for individual interests. Staff record children's progress and are working on identifying their next steps in learning. They keep parents informed about their children's progress verbally and during individual meetings.

Environment

Good

People who run the setting ensure the environment is safe, clean and secure. The setting is located within a school, where the main door is securely locked and visitors are asked to sign in when they arrive at Meithrinfa Ddydd y Waun. People who run the setting ensure they conduct regular fire drills, which are recorded and analysed. They have completed a fire risk assessment and all general risk assessments are reviewed regularly. Not all safety certificates were made available during the visit, however these have now all been provided during the course of the inspection.

People who run the setting provide children with an indoor and outdoor area which is suitable for the ages and stages of the children present. The indoor area provides children with areas of play to develop their creativity, imagination, independence, and language skills, with areas to sit and relax when needed. There are suitable tables and chairs for children to eat, socialise and enjoy table-top activities. The toilets and changing areas are located outside the room but staff ensure staffing ratios are always met and daily routines are continuously risk assessed. The outdoor play area is a spacious and enabling environment which is available for them throughout the day. The environment gives children a great sense of belonging. The children have created a nature area outdoors, where they observe birds nesting and chicks hatching. This child inspired nature area creates endless learning opportunities for the children.

People who run the setting provide a broad range of stimulating resources indoors and outdoors. Toys and resources are labelled and accessible for children. Indoors, children have access to a range of jigsaws, books, cars, dolls, role play resources, dressing up clothes, loose parts, as well as a small world area with dinosaurs for children to be creative and imaginative. People who run the setting provide a large outdoor area with ride on bikes, tricycles, mud kitchens, sand and water play, role play areas, construction diggers and a nature area. They ensure that children have daily opportunities to be outdoors in the fresh air, whilst being appropriately dressed for all weathers.

Leadership and Management

Good

People who run the setting have shared an updated Statement of Purpose with Care Inspectorate Wales during the course of inspection which contains all the required information. They ensure contracts and permissions for children are in place and that, public liability insurance is valid. Policies and procedures are mostly implemented in practice. However these need to be reviewed to fully reflect the service provided. For example, the current behaviour management policy does not reflect the effective strategies that are implemented at the setting. Specific policies also need additional information to ensure that all stakeholders are aware of the setting's protocols in line with the unique staffing structure.

People who run the setting follow timely and robust recruitment processes to safeguard children. They have good systems in place to update suitability checks as required. The performance management process is in place with annual appraisals and regular meetings. However, the staff supervisions do not focus on continuous professional development and therefore relevant training opportunities are sometimes missed. For example, staff would benefit from attending training to develop their knowledge in assessing children's development, to learn ways to inform their planning and to support the children's transition to school.

People who run the setting have established good systems for the evaluation of the service and are committed to improving outcomes for children and their families. They self-evaluate and seek feedback from parents and children to inform the quality-of-care report.

Partnerships with parents and outside agencies are positive. A handover is provided to parents on collection, with verbal information shared about their child's time at the setting. Photographs of daily activities and other updates and information are also shared weekly. We spoke to parents on the day of the visit who were very happy with the setting and shared that their children are very happy too.

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
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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 24 - Safety	To ensure safety certificates are readily available for inspection.
Standard 13 (Day Care) - Suitable Person	To attend relevant training to support with planning and assessment in line with current practice.
Standard 14 - Organisation	To ensure policies and procedures are specific to the service.

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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