Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Meithrinfa`r Enfys

Yr Hen Ysgol
Cross Inn
Llanon
SY23 5NE

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

16/09/2024

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About Meithrinfa`r Enfys

Type of care provided	Children's Day Care Full Day Care
Registered Person	Rhian Davies Anwen Williams
Registered places	33
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	10 March 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.

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 have a strong voice and their needs, ideas and wishes, are listened and responded to well. They feel safe and happy in the care of staff and in the familiar environment. Children learn to interact positively showing care and respect towards others and the resources. They thoroughly enjoy their experiences and learn a range of skills to support their development. Children are confident to be independent and try things for themselves.

Staff understand their responsibilities to keep children safe and diligently follow policies in place designed to support this. They know how to report concerns about children and have good knowledge of the safeguarding procedures. Staff are enthusiastic, patient, and caring. They support children's play and learning through an interesting range of activities that are influenced by children's interests.

Leaders ensure the premises are secure, clean, and welcoming. Staff follow procedures to ensure the environment is safe, completing risk assessments and daily checks consistently. They organise areas and resources to ensure that children have good opportunities to use their imagination and be creative. Staff supervise children well to use the extensive outside areas and make sure they provide resources to support children to be physically active.

Leaders have a good understanding of managing the setting and care they provide. This is reflected in their statement of purpose, policies and procedures. They regularly evaluate their setting and make positive improvements that benefit the children. Leaders manage staff effectively and are supported to work well together. Good relationships are developed with parents so information is shared appropriately.

Well-being — Good

Children confidently express their needs and preferences, and this influences their time at the setting. They can make many choices and decisions about what they do and how they spend their time. For example, some children choose to complete jigsaws while others choose to complete a craft activity. Most children communicate confidently in ways appropriate for their stage of development. Babies and younger children use non-verbal cue such as pointing whilst most older children express themselves using words and phrases.

Children are happy and settled at the setting. Many cope well with separation from parents or carers, coming into the setting with smiles on their faces. They know the routines well and this gives them reassurance. They develop very good relationships with staff. Babies are content to seek out staff to play and for attention and reassurance. Children interact positively in line with age and stage of development. Younger children play alongside each other, whilst older children play together and begin to develop friendship groups. Their interactions are consistently good and as a result children learn to share, take turns and get along with others.

Children thoroughly enjoy their play and learning. They are enthusiastic and take part actively in the experiences provided for them. As a result, they develop concentration and perseverance. Many spend extended periods engaged in self-chosen activities such as drawing, playing in the mud kitchen or in the role play area. Many older children enjoy playing turn-taking games or exploring play dough. Babies freely explore their environment and love diving in and out of the messy play tray. Children, including babies, also have purposeful opportunities to join in with adult led group times such as singing, dancing or craft activities.

Children learn and develop well from the opportunities and experiences provided for them across all areas of learning. They have opportunities to explore a wide range of activities inside and outside that support their all-round development. Children develop independence as they choose what they want to do and, with support, learn to do things for themselves successfully. For example, children learn to eat independently, wash their hands and use the bathroom as they grow and gain confidence with managing their own personal care needs.

Care and Development — Good

Staff implement the setting's effective policies and procedures well to ensure children are safe. They understand the correct safeguarding procedure to follow if they have concerns about a child. Staff conduct regular fire drills, so they and the children are aware of the correct procedure to follow in an emergency. They have completed paediatric first aid training, so they are able to deal with any minor accidents appropriately. The systems in place for recording accidents and incidents are appropriate and ensure the information is shared with parents and carers. Staff record children's attendance, so it is clear which staff are caring for which children at any time.

Staff promote a healthy lifestyle. They ensure all children have free access to water throughout the day, so they remain hydrated. Staff support and encourage handwashing at appropriate times, and implement cleaning routines, such as, wiping tables before food to help prevent the spread of germs. Staff understand the importance of giving children opportunities to be active and get fresh air. They ensure children who are able to, always have access to the outdoors and children of all ages have equipment indoors that promotes their physical development.

Staff have a supportive and caring manner towards children, treating them with care and respect. They are good role models and make children's experiences enjoyable and sociable. For example, a staff member sat with the babies, as they ate their lunch, teaching them good manners and skills. Staff interact with and become involved in children's play at appropriate times, understanding when it is suitable to allow children to have their own space. For example, staff enthusiastically played with a child using the diggers in the sand pit, whilst another child happily played alone with their car, watching the wheels and driving it along. Staff implement effective and consistent approaches to managing behaviour. They use appropriate strategies for the different ages, stages of development and needs of the children.

Staff are beginning to implement principles of the Curriculum for Wales when planning. They mostly consider the needs and interests of the children and ensure the resources, activities and facilities are suitable. Staff use effective questioning and provide suitable support to help children develop their skills. For example, we heard lots of communication between children of all ages and the staff, which supported the development of the children's speech and language skills. Staff have appropriate systems in place to record children's progress and this is used effectively to identify next steps in the children's learning. These are then considered when planning future activities and resources.

Environment — Good

Leaders ensure the environment is safe through completing appropriate risk assessments. Any hazards are identified, eliminated if possible or managed well. Daily checks are completed to ensure no new hazards have arisen and any maintenance issues are reported and dealt with promptly. The outdoor area is secure, and children are unable to leave the setting unsupervised. Access to the setting is secure and visitors are recorded, ensuring no unauthorised access. Leaders ensure cleaning routines are planned and completed to keep the environment well maintained and clean.

Leaders have developed an environment that is welcoming and exciting. It gives children a sense of belonging as their work is displayed attractively and the environment is arranged to allow them to move around safely. There is enough space for children to be grouped according to their age and stage of development and all areas are utilised well to give children the best experiences. Leaders provide children with separate rooms to use when sleeping and space for them to eat in a calm and relaxing environment. Leaders have developed a fantastic outdoor space for children to explore, play and learn. It gives children the opportunity to take part in a vast range of activities and learn about the world around them.

Leaders have arranged the environment in a way that supports children to reach their full potential. The activities they provide inspire curiosity, investigation, imagination and problem-solving skills. Leaders and staff provide children with equipment that inspires them to learn through their play and develop a range of skills. There are child sized chairs and tables which are comfortable and support children with independence during mealtimes. Resources are of good quality and sufficient in quantity to give children a varied choice. Leaders arrange for lambs to visit the setting which provides children with firsthand experience of living things, teaches them about life cycles and the responsibility of caring for animals. The environment contains an abundance of loose parts items, made from both natural and manmade materials, which encourages children to be curious. They are encouraged to combine these resources to create models and follow their own lead.

Leadership and Management — Good

Leaders have a good vision for the setting and work well with staff to implement it. They develop a culture of safety, respect children's rights and views, and recognise that the setting is children's time to choose and play. Leaders provide a good range of comprehensive policies and procedures to support staff in the smooth and safe running of the setting. They regularly review these along with the Statement of Purpose, which provides parents with useful information and accurately reflects the service offered. Leaders are driven and have a clear vision for the setting which they share with others. They are visible and work alongside staff, sharing their high expectations and knowledge with those around them. Leaders engage well with Care Inspectorate Wales (CIW). They understand their regulatory responsibilities and notify us of any changes or significant events.

Leaders actively implement self-evaluation and complete an annual quality of care review. They listen to views from staff, parents and other interested parties to make improvements. Leaders can articulate the improvements they have made since the last inspection and discuss areas for development with eagerness.

Leaders follow timely and robust recruitment processes to safeguard children. Disclosure and Barring Service (DBS) certificates are scrutinised, and staff files show those with suitable qualifications, skills and attributes are appointed for the role. Leaders implement good induction procedures for staff. Performance management processes, including supervision and appraisals, are effective with leaders offering training and support to develop skills further. Staff are experienced and a suitable number hold appropriate qualifications, including first aid and safeguarding. Some have worked at the setting for many years and told us they very much enjoy their roles. Leaders deploy staff effectively, enabling them to supervise the children well and keep them safe, whilst allowing them to play and explore freely.

Leaders and staff develop strong relationships with parents. They collect relevant information about children before they attend the setting to ensure they can meet individual needs. Children told us they really enjoy attending the setting and parents are highly complementary of the service they and their children receive.

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	Continue to embed the principles of the Curriculum for Wales.

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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