Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Meithrinfa Hapus Dyrfa

Hapus Dyrfa
Cambrian House
Glanmor Terrace
Burry Port
SA16 0NE

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

24/11/2021

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About Meithrinfa Hapus Dyrfa

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Holutions Ltd
Registered places	58
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	30 March 2017
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	Yes. 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	**Adequate**
Environment	**Good**
Leadership and Management	**Adequate**

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

Summary

Children are happy, express enthusiasm and enjoy their time at the setting. The children have freedom to explore their playroom, they choose which toys they want to play with and have a strong sense of belonging. Children enjoy a good range of interesting opportunities and are encouraged to develop their independence skills. Children are engaged and interested in their play and share their excitement with staff.

Care staff understand and implement nearly all policies and procedures to promote healthy lifestyles and personal safety. Overall, they follow effective hygiene practices nearly all of the time. However, there are some areas, which need improvement. Care staff consistently implement positive behaviour management and plan, prepare and carry out activities suitable for the children in their care.

People who run the setting offer a safe, secure and suitable environment. They provide a good range of toys, resources and equipment for the children to use. People who run the setting ensure the children use the outdoor area as often as possible.

People who run the setting keep all of their policies, records and risk assessments up to date. They evaluate their service and produce a valuable quality of care of report. People who run the setting do not always follow adequate suitability checks when employing new staff.

Well-being Good

Children are confident communicators. Very young children used non-verbal gestures to request their milk bottles, and received a response with their bottles being offered to them. Children have freedom to explore their playroom and choose which toys they want to play with. Children can access water independently throughout the day.

Children are happy at the setting. They know the routines well, even with the added cleaning and hygiene practices linked to Covid-19. They wash their hands at appropriate times and help tidy toys away after use. They sit with staff members while playing and carrying out tasks and ask them for help. They smiled excitedly when they completed their activity and said, “I’ve done it!” Parents said their children really enjoy going to the service.

Children have good bonds of affection with care staff and seek out familiar people who they know will help them. For example, one child climbed onto a staff member’s lap and cuddled up with a blanket. Younger children happily babble at the adults and other children around them throughout the day. Children are beginning to learn about sharing and taking turns and we saw children move around different activities, when they had completed theirs and start another task.

Children enjoy playing and are curious and excited learners. For instance, children took turns to be the shopkeeper and the customer in the village shop. They served each other and used good manners to thank for pretend payment of items. Children who do not want to participate in adult led activities are able to choose independently to play with other resources. Nearly all children enjoy a good range of interesting opportunities, participating in activities for appropriate periods. For example, we observed children enjoying playing on the bikes with their peers and care staff with construction toys and younger children concentrating intently while colouring.

Children experience interesting and developmentally appropriate opportunities. They show interest and respond to the activities they are involved in. For example; children took our hands and led us to the area where the bear was during their ‘bear hunt’ Children excitedly told us about their Christmas lists and when the tree arrived at the setting. Children are encouraged to develop their independence skills enabling them to do things for themselves successfully. For example, some children did their own zips up on their coats whilst some needed some help to start.

Care and Development — Adequate

Care staff have a thorough understanding of their responsibilities to protect children and keep them safe. Overall, care staff understand, implement and follow effective hygiene practices. However, there is some room for improvement. On the day of inspection, one care staff did not follow the correct nappy changing procedures as set out in the setting's policy. People who run the setting recognised this immediately and reinforced it, resulting in correct procedures. We saw care staff identify immediate risks and remove it immediately. For example, a wicker basket had a broken part and staff took it away from children's reach. Care staff are aware of children's preferences or dietary needs and offer children a range of healthy meals and snacks.

Experienced and qualified staff care for children effectively and meet their individual needs well. They consistently implement positive behaviour management strategies so children know what the expectations are. For example, care staff intervened appropriately and calmly when children started running around the playroom. They asked children to turn their listening ears on with a 'beep'. Care staff then showed a laminated card with an unhappy face and asked the children why she was feeling this way, and how to make her happy. This reinforced the rule of no running indoors successfully. Care staff talk to the children throughout the day, asking questions, repeating children's words or as part of their play/activities. For instance, care staff asked questions about the older children's day at school and chatted to them while they ate their lunch.

Care staff listen and respect the children's views. Care staff interact with children kindly and warmly. For example, they listen intently to children's needs and develop the children's understanding through appropriate questioning. *"Ti'n iawn? Ti eisiau bach o help gyda hwna?"* (Are you ok? Do you need a little help?) Care staff have a good understanding and knowledge of the children's developmental needs, planning activities together and including children's ideas and suggestions. They use long-term and short-term planning, suitable for children's age and stage of development. They assess children's progress and these feed into the activity plans. Care staff promote the children's home language, with Welsh being the predominant language at the setting. Where required care staff speak to the children bilingually.

Environment — Good

The environment is very secure and well maintained indoors and outdoors. Access to and from the setting is secure and there are thorough safety measures in place. People who run the setting ensure there are clear cleaning routines to maintain infection control methods. New and revised policies are in place to reduce the spread of infection due to Covid-19. The premises is warm, inviting and decorated with the children's artwork. People who run the setting identify and minimise risks to children's safety very well. They conduct thorough maintenance and safety checks to maintain the upkeep of the property. People who run the setting carry our regular fire drills, record the details and file them safely. During the pandemic, people who run the setting have made improvements; they include new flooring throughout, repainted interior walls, a new kitchen upstairs and relocation of outdoor play space to the front of the building.

The setting offers sufficient play space for all of the age ranges as well as a separate outdoor area for younger and older children. People who run the setting have refurbished the cabin, which is planned for use by older, after schoolchildren, to a high standard.

People who run the setting offer age-appropriate equipment and the children can access the toys independently, as they are stored at an appropriate level. They maintain the upkeep of the equipment to ensure it is safe and suitable for children. Children socialise happily, as they sit at age-appropriate tables, chairs and high chairs. People who run the setting provide good resources to promote children's curiosity about the wider society, including cultural awareness. They ensure that all children can access good quality and a broad variety of appropriate toys and equipment. For instance, dolls, construction toys, a role-play area, interactive toys, some small physical soft play and loose parts to encourage imaginative play. People who run the setting said they use the outdoor play space as often as possible, and children can access age-appropriate toys, resources and equipment, including construction play, climbing equipment, role-play and an area for ride-on toys.

Leadership and Management — Adequate

People who run the setting have a strong vision for the service which they share with others. They maintain and share an up-to-date, comprehensive and professional statement of purpose that accurately reflects the service provided and exceeds the National Minimum Standards. They review their policies regularly and ensure that care staff largely implement them in practice. However, care staff do not always follow some polices. On the day of inspection, one care staff did not change disposal aprons between each nappy change.

People who run the setting keep all the required records including individual needs, contracts and permissions. People who run the setting have a good understanding of their responsibilities to promote the Welsh language.

People who run the setting actively implement self-evaluation. They seek and implement the suggestions of children, their parents/carers, care staff and other interested partners. They produce an effective quality of care report, which includes what the nursery is doing well, what improvements they can make as well as some timescales.

People who run the setting carry out suitability checks and all care staff have a valid DBS certificate. People who run the setting did not have written staff references available for two staff members. We were informed during the inspection process that they had verbal references prior to start of employment. Following the visit, the responsible individual confirmed that they have now received written references.

The performance management process is good and encourages care staff to attend a range of training and to apply their learning. For example, staff have attended safeguarding, first aid and food hygiene. People who run the setting hold regular and good supervision and appraisal meetings. They keep a record of children's actual times of attendance and who was caring for the children. Staff said they feel very well supported in their roles and that management operate an open door policy.

People who run the setting ensure that they have good systems in place to communicate and engage effectively with parents. They keep them well informed. They share daily information with parents including nappy changes, food and sleep information. They also use social media effectively to let parents know about changes to the setting or activities. People who run the setting ensure that when there are concerns about children's progress or development they follow procedures and protocols consistently. Parents said the service is very supportive in all aspects of their children's development, they keep them updated with daily information and are asked regularly about what the service can do to improve.

Recommendations to meet with the National Minimum Standards

R1 – Ensure all staff complete ‘Prevent Duty’ training.

R2 – Ensure care staff fully implement policies and procedures.

R3 – Remove copies of all DBS certificates from staff file.

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	N/A

	inspection	

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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