Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Meithrinfa Y Pelican Cyf

St Anne`s School
Croft Street
Cardiff
CF24 3DZ

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

03/08/2023

About Meithrinfa Y Pelican Cyf

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Meithrinfa Y Pelican CYF
Registered places	44
Language of the service	Both
Previous Care Inspectorate Wales inspection	11 April 2019
Is this a Flying Start service?	No
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.

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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 are happy and can make choices and decisions independently. They form close, warm relationships with staff and the other children. They enjoy a range of interesting opportunities indoors and outdoors, which spark curiosity and engagement.

Staff keep children safe and healthy. They are professional, appropriately qualified and enjoy their work. Staff are kind, caring and interact well with children. Staff promote children's play, learning and development and meet their individual needs well.

The premises are secure, and suitably maintained. People who run the setting make sure the environment is suitable indoors and outdoors, with a good range of toys and resources for the ages and stages of children cared for.

The leadership and management is good. People who run the setting are committed to making improvements and have a strong vision for the future. They regularly review the quality of care and obtain views of parents, staff, and children in the process. There are suitable policies and procedures in place and records are kept. Partnerships with parents are positive.

Well-being — Good

Children are very happy and settled at the setting. They know the staff well and readily approach them for guidance or comfort. Children have a strong sense of belonging and are familiar with daily routines. They know what resources are available to them and where they can play. They enjoy sociable mealtimes, chatting happily with their friends and staff. Children feel valued and have a sense of pride. For example, they smiled when staff gave them praise for joining in the singing and playing the instruments.

Children have a good voice and can make choices. They know their opinions and interests are acted upon and respected. They are confident making their own choices about what they want to do and where they like to play. Younger children crawl to their chosen area and access the resources that interest them such as books or sound toys. Children are confident in their communication with each other and with staff. For example, children wanted to cook the apples that had fallen from the tree. They confidently asked adults for support in the mud kitchen to do so.

Interactions are excellent. Children interact well with staff who are very familiar to them. They approach staff confidently for support or if they need reassurance. For example, we saw a child who was tired approach staff for cuddles. Interactions between children are also very positive and they form constructive relationships. Whilst playing in the water they take turns to throw the balls, congratulating each other for hitting the target.

Children thoroughly enjoy their play and learning opportunities. They have great fun as they play happily together in the climbing area. After reaching the top of the frame, they smile and cheer, naturally celebrating their success. Children are inquisitive and keen to show adults what they are learning. For example, some children wanted to show us their ball and talked about how it landed in the water. Almost all children are keen to join in small group sessions and engage with adult questioning during the activity.

Children have good opportunities to develop independence. They are supported to complete day to day activities on their own. Children access the toilet facilities freely and wash their hands independently. They naturally try to do things on their own before staff intervene, such as serving their own food and feeding themselves. They confidently move around the learning areas, accessing resources to support their interests. For example, they moved cones to create an obstacle course and had great fun navigating to the end. Others moved crates to create a habitat for the dinosaurs, and they worked together discussing the best layout.

Care and Development — Good

Staff keep children safe and healthy. They complete paediatric first aid training, enabling them to deal with minor accidents confidently. Staff promote healthy eating by providing healthy meals, with milk and water to drink. They hold relevant food hygiene training and follow procedures as part of the infection control process to help keep children healthy and safe. Staff carry out daily environmental checks which are recorded. They promote children's physical well-being successfully through regular exercise such as yoga and outdoor play. They have a very good understanding of child protection procedures and their duty to report concerns. Staff keep records relating to accidents and incidents which are signed by parents. They complete regular fire drills which are timed and evaluated.

Staff fully understand the behaviour management policy and consistently use positive reinforcement. They regularly offer praise and encouragement to children for good behaviour and accomplishing their goals during play. Staff are excellent role models. They encourage good manners and remind children to say '*plis'* and '*diolch*' at mealtimes. As children play, staff show interest in their activities and discuss tasks in a calm and supportive manner. They create positive relationships with children in their care. Interactions are consistently warm, engaging and demonstrate sensitive and genuine understanding and kindness towards the children.

Staff ensure children are at the centre of their own learning. They fully support the choices of children, allowing them to have opportunities to explore indoors and outdoors, following their own interests. Staff support and provide for children's additional needs. They take purposeful action in a timely manner and make effective use of strategies to support children. Staff are beginning to implement a more responsive approach to planning, and they provide a wide variety of activities. This promotes curiosity, risk taking and sustained thinking amongst children through the use of play based learning and positive interactions. A key worker system is in place. Key workers observe the children, assess their individual progress and use this information to inform the planning. However, the new planning process is not consistent. Key workers are carefully matched to best support children's individual needs which includes consideration for their language needs. Many staff are skilful in supporting children's Welsh language skills. Opportunities for Welsh language development are provided through songs and at story time. For example, staff promote the recognition of numbers, colours, emotions, and words in story books.

Environment — Good

People who run the setting have systems and procedures in place to ensure the environment is safe and secure. Visitors enter via the main entrance and a record of visitors

is kept. Staff are also required to sign in and out of the building and a system for recording staff breaks was put in place during the course of the inspection. Staff ensure that cleaning materials are stored safely out of the reach of children. Risk assessments for indoor and outdoor areas are regularly reviewed. These inform the daily checklists that staff use to identify risks to children and as far as possible, eliminate these. People who run the setting ensure the building is maintained and that safety checks are conducted and reviewed in a timely manner.

People who run the setting ensure that children receive care in an environment that has been planned and set out to promote their independence and encourage them to learn. The play areas ignite the children's imagination exceptionally well and enable them to take risks, such as reaching the wooden platform and travelling along trails. These areas provide valuable opportunities for children to develop their skills successfully. People who run the setting provide facilities that enable children to use the toilet and handwashing basins independently. These, as well as nappy changing facilities, provide for children's dignity and respect their privacy. Staff provide a suitable sleep room for younger children. Older children sleep on mats and use individual blankets. They check the sleeping areas thoroughly and monitor sleeping children. People who run the setting are currently developing a dedicated outdoor area for the younger children and more free flow opportunities between the indoor and outdoor areas. Staff ensure all areas are organised purposefully to provide a wide range of stimulating experiences that encourage children to move from one activity to another effectively. For example, there are opportunities for children to grow their own food, such as strawberries, and to eat them.

People who run the setting ensure the quality of the resources. Furniture, equipment, and toys are appropriate, of a high standard, and are well maintained. People who run the setting ensure that a range of resources are kept at the children's level and accessible to them. As a result, children are very familiar with fetching and returning equipment to the appropriate places. People who run the setting provide stimulating resources for all ages and stages of development. This promotes children's skills through sensory play, imaginative and creative play, small world activities and physical play. For example, children take risks and develop their skills through role-play in the home corner using 'real objects' such as cups, saucers, and tea pots. These imaginative resources as well as robust wooden furniture facilitate the teaching and learning opportunities. Children's personal and social development is also encouraged well through access to multicultural toys and books.

Leadership and Management — Good

The leadership and management of the setting is good. People who run the setting understand their role and responsibilities. They liaise with Care Inspectorate Wales (CIW) and other organisations in a timely manner. The person in charge has a clear vision for the setting and benefits from the support of the responsible individuals. There are suitable

policies and procedures in place and many established effective processes. Details from many key policies are outlined in the parent handbook and statement of purpose. However, not all information provided is completely aligned when provided in two documents. People who run the setting keep records for children and ensure parents sign these. They include, contracts, permissions, information forms and individual needs.

Self-evaluation is reflective and identifies strengths as well as areas for improvement through consideration of the views of others. People who run the setting are fully committed to development. They are prepared to accept feedback and follow up on matters that come to their attention without delay. Staff we spoke with tell us that they feel confident to make suggestions for improvements and know their views are listened to.

People who run the setting manage staff effectively and follow robust recruitment procedures. They have addressed the area for improvement identified at the last CIW inspection in respect of the suitability of workers. They ensure that there are enough qualified staff to care for children and that the adult to child ratio is maintained, or exceeded, at all times. People who run the setting ensure staff complete mandatory qualifications and that all staff hold a current Disclosure and Barring Service (DBS) certificate. They carry out regular supervision and appraisal meetings and plan for staff development. For example, they are supporting some staff to take on extra responsibilities and develop in their role. All staff we spoke with said they are very happy working at the setting, feel valued and very supported by approachable leaders. Staff are confident and passionate about their work and value opportunities to develop their skills to benefit the children in their care.

Partnerships are good. People who run the setting have positive links with a wide range of professionals, schools and other stakeholders. They ensure all communication with parents is valuable in order to promote positive outcomes for children. People who run the setting have a complaints policy and procedure in place although no complaints have been received. Parents are very complimentary of the setting and speak highly of the people who run the setting, staff, and the care their children receive. Parents told us they feel staff support their children’s individual needs and that their children are very happy attending the setting.

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
28	7 members of staff are employed and working as practitioners at the service without having references	Achieved

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 the new planning system is consistent.

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)
Review policies and ensure information is aligned across documentation.

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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