Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Meithrinfa o law i law

Towyn Road Phyiotherapist
Heol Towyn
Blaenau Ffestiniog
LL41 3UR

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

22/01/2024

Welsh Government © Crown copyright 2024.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Meithrinfa o law i law

Type of care provided	Children's Day Care Full Day Care
Registered Provider	O Law i Law cyf
Registered places	28
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	This is the first inspection of the setting since it was registered on 1 December 2021.
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.

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, settled and make choices about how to spend their time. They are confident and feel secure in the setting as they are cared for by staff they are familiar with and have formed positive relationships. Children enjoy the activities available to them and they concentrate well on tasks.

Staff understand their responsibilities about keeping children safe and healthy. However, on occasion staff provide juice to the children which is not in line with current best practice. Staff know the children well and speak with them in a warm and friendly manner. They manage interactions calmly and positively and plan a variety of stimulating play experiences for the children to help them develop good social skills.

People who run the setting ensure all the areas used by the children are safe and welcoming. Toys and resources are of good quality and provide plenty of opportunities for the children to learn and develop their skills. People who run the setting ensure children have plenty of opportunities to learn about the world around them by providing a good variety of natural and recycled materials and real-life objects.

People who run the setting manage the service effectively. They ensure staff receive appropriate training to support children and their individual needs. They ensure safe recruitment checks are in place in order to safeguard children. People who run the setting endeavour to provide a high-quality service to children and their families.

Well-being Good

Children are happy, settled and enjoy their time at the setting. They move freely around the available activities, leading and directing their own play throughout the day. Children have formed close bonds with staff and feel confident to approach them for reassurance when they need it, knowing that this will be provided promptly and without question. For example, when they were tired or when they had just woken up after a nap. Children feel valued as staff respect all attempts at communication and listen intently to what children have to say. For example, children are eager to share their stories with staff or to point out things that interest them during their play. They smile as staff show great enthusiasm in what they have to say.

Children clearly feel secure in their surroundings. They are confident to approach visitors to talk about what they are doing. They are confident to express their wants and needs to staff, knowing that their wishes will be respected. For example, when one child asked to play in the messy play area staff quickly helped them put on their apron and fill the containers with wet sand and sensory materials. Nearly all children are eager to share their achievements and involve staff in their play as they know they will respond with enthusiasm. For example, one child asked a staff member to come to play with the play dough and staff responded enthusiastically, chatting together about what they were going to create. The child was eager to show staff the spider they had created using the dough and sticks and smiled proudly when staff gave lots of praise.

Nearly all children interact well together and are beginning to form friendships with other children. For example, children worked together to put together the wooden train tracks, adding trees and wooden houses to create the landscape surrounding the track. They chatted animatedly and instructed each other as they played and took turns to push their trains and cars across. Children also enjoyed playing imaginatively in the outdoor play area. They interacted excitedly as they pretended to ride the train, calling out to the child who was the ‘driver’ and asking them to take them to different places.

Nearly all children are highly motivated to explore their environment and enjoy taking part in the activities on offer. For example, a group of children enjoyed drawing pictures and experimenting with the different craft materials in the creative area. They engaged and concentrated well with the activities, taking turns to use the different felt pens and paint brushes. A group of younger children enjoyed exploring the sensory musical toys and dolls prams. They focused their attention well when placing counters into the toys to make it play a tune and enjoyed choosing dolls to sit in the prams before excitedly wheeling them around the playroom.

All children are encouraged and supported to do things for themselves. They complete self-care tasks independently, with support provided if needed. All children lead and direct their play and choose resources as they wish. This is because toys and activities are set out in a way that enables children to access them easily and independently.

Care and Development — Good

Staff are confident with regards to their duties to safeguard children; they have all received training on safeguarding children. Staff we spoke with were confident in the correct steps to follow should they have a concern about a child. Staff ensure that children know how to exit the premises quickly and safely if required by completing regular fire drills. These practices are well documented on a dedicated log. Most staff have current paediatric first aid certificates and any accidents or incidents that do occur are recorded effectively and shared with parents.

Staff encourage healthy lifestyles by providing plenty of opportunities for physical activity and for children to spend time outdoors in the fresh air. Good hygiene is promoted, with staff encouraging and supporting all children to wash their hands as needed. A range of healthy snacks are available for children and efficient systems are in place to ensure staff are aware of children's individual dietary requirements. However, during the inspection staff provided juice to children on occasion, where current guidance suggests only providing water or milk to drink.

Staff speak to children with warmth and affection. They provide comfort and reassurance when children need it and treat them with respect. They encourage positive interactions using highly positive and effective strategies, giving clear instructions whilst explaining to children when their behaviour is not appropriate. For example, when children did not want to share toys, staff supported children to compromise with each other so that each child could have a turn, gently explaining why it was important to share. Staff modelled positive interactions throughout the day, with plenty of praise given for good behaviour, completing activities, and trying new things.

Staff know the children well and are able to respond to their individual needs effectively. Comprehensive details about children's preferences and individual needs are sought prior to them starting and this information is used to plan a variety of stimulating activities and experiences for children. Staff conduct regular observations on children, and these are kept in the children's individual learning records. Staff have effective systems in place for communicating with parents, keeping them well informed about their child's time at the setting. Individual daily diaries are completed to share information with parents about the activities children have taken part in, how much they have eaten, when they have slept, details of their toileting needs, any changes in their mood and children's achievements. This ensures parents are given plenty of details about their child's time at the setting.

Environment — Good

People who run the setting prioritise children's safety and ensure staff follow procedures effectively to safeguard children. For example, staff ask visitors to sign the visitors book on arrival and they ensure the premises, including the outdoor areas are safe and secure. This prevents any unauthorised access to the premises. Staff keep an accurate register of children's attendance, including the times of arrival and departure of each child. A separate electronic log is kept of the times and arrival of each staff member. People who run the setting have comprehensive written risk assessments in place. These outline any potential risks to the children's safety and the action taken to manage or eliminate these risks. These are reviewed regularly, and any actions required are completed promptly, ensuring all potential hazards are monitored and managed effectively.

People who run the setting ensure that all the areas used by the children are well-maintained and welcoming. The playrooms are well organised and attractively decorated in neutral colours and using natural materials where possible. For example, there is an emphasis on using wooden toys, natural materials for construction, real objects in the role play areas and wicker baskets for toy storage. Samples of children's work are displayed on the walls, giving them a sense of belonging. These displays are attractively decorated with hessian and leaves, adding to the natural aesthetic of the playrooms. Toys and resources are well organised and are stored at low levels so children can choose from them independently. The outdoor play area provides a suitable range of opportunities for the children to explore and play to develop their imagination and understanding of the world around them. For example, water play area, climbing apparatus, loose parts and a mud kitchen are available for children to explore.

People who run the setting provide a good range of toys and resources which are in good condition and are appropriate to the children's ages and stages of development. They are well-maintained and cleaned regularly. Accurate records are in place of when toys and resources are cleaned, allowing staff to monitor that these tasks are carried out regularly. Furniture and resources are well thought out and are suitably sized according to the ages of the children who will use them. The toilets have suitable facilities, with low sinks and toilets to promote the children's independence. There is also a selection of equipment available to aid the younger children's development, such as potties, steps, cutlery and craft equipment with chunky handles. These are also in good condition.

Leadership and Management — Good

People who run the setting share a clear vision with staff and have a good range of policies and procedures in place, which contribute effectively to the smooth running of the setting. They review these policies regularly, ensuring they are up to date and contain all the required information. People who run the setting ensure the statement of purpose provides a clear and accurate description of the service offered. This enables parents to make an informed decision about whether or not the setting meets theirs and their child's needs.

People who run the setting have robust arrangements for identifying strengths and areas for improvements. They regularly seek feedback verbally from parents as well as through sending feedback questionnaires to parents and staff. Feedback is also sought from children by talking to them and conducting daily observations. People who run the setting then create a report in response to the feedback received, identifying any improvements made to date and those planned for the future.

People who run the setting ensure that staff have regular training and support to fulfil their roles effectively and enable them to support children's individual needs. Staff files are comprehensive, demonstrating that safe recruitment checks are in place. At the time of inspection, the staff files inspected did not have a record of each staff member's full employment history. However, we received evidence that these were in place immediately following inspection. Staff told us that they can go to the registered person or person in charge at any time to discuss any problems or training needs. Records of supervision meetings and annual evaluations are kept in the staff's individual files. People who run the setting ensure they continually meet the required numbers of suitably qualified staff to care for children safely.

People who run the setting share information with parents effectively. They keep evidence on file of the information collated from the parents about their children's specific needs, as well as their likes and dislikes. They regularly send parents photographs via an online application and daily diaries are completed giving details of children's development and their time at the setting. People who run the setting work closely with parents and external agencies when planning to meet children's individual needs. They ensure staff have training to deal with specific medical conditions and liaise with medical teams to ensure they can meet children's needs effectively.

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

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)
	No NMS Recommendations were identified at this inspection

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)
Providing only waiter or milk to drink in line with the Welsh Government Food and Nutrition Guidance for Childcare Settings.

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published 07/03/2024