



Meifod Pre-school



Meifod School, Meifod, SY22 6DF



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www.meifodpreschool.co.uk

Date(s) of inspection visit(s):

Date _Inspection_Visits_Do_Not_ Delete

Service Information:

Operated by:	Meifod Pre-school
Care Type:	Children's Day Care
Registered places:	16
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	Yes
Promotion of Welsh language and culture:	The service provider is not meeting the Welsh language and culture needs of people and this requires improvement.

Ratings:



Well-being

Good



Care & Development

Good



Environment

Adequate



Leadership & Management

Adequate

Summary:

Children are confident, comfortable, and happy at the setting. On the whole their needs and preferences are acted upon. Children's interactions are good. They show positive attachments and relationships with staff. They enjoy their play and learning activities and develop good independence skills for their ages and stages of development.

Staff implement policies and procedures to keep children safe and healthy. They have warm, calm and engaging relationships with children. Staff are good role models and have a good understanding about child development. They promote children's developmental needs through play effectively.

Leaders ensure the environment is safe and welcoming. They regularly update the risk assessments to ensure potential hazards are identified and appropriate measures are in place to manage any risks. Leaders ensure resources and equipment are organised appropriately.

Leaders have a positive vision to develop the setting. They implement policies and procedures in line with most current guidance. Leaders have robust recruitment procedures in place. However, limitations over staff numbers are at times putting a strain on the staff and affecting some children's experiences whilst at the setting.

Findings:



Well-being

Good

Children have a strong voice. They are confident making their own choices about what they want to do and where they want to play. For example, children choose to play outdoors or indoors. Children's opinions and interests are valued and when possible, acted upon. When children use non-verbal cues to point towards resources and foods they want, staff act promptly to meet their needs. Children help themselves to a variety of resources confidently.

Children are happy, settled and feel relaxed within their play environment. They benefit from staff who know them well. Children arrive at the setting happy and immerse themselves in the play opportunities available. They feel valued by staff who give them lots of praise and encouragement. For example, they smile when they are praised for jumping off the tyre and when playing together making mixtures. Children approach staff with ease for reassurance and feel a sense of belonging as they move around the areas freely and confidently. They proudly show staff their work and smile when they are praised. Children enjoy celebrating their achievements with staff and their friends which promotes positive self-esteem.

Children's interactions are good. They successfully play alongside other children with ease, and share resources such as paint and pots and pans in the role play area. Interactions between children and staff are positive. Children show empathy and care towards each other. They cuddle each other when playing. Throughout the session the children repeatedly encouraged other children to join in and play with them.

Children have fun exploring the play experiences that are available to them. They thoroughly enjoy playing hide and seek and encourage others to join in, including staff. Children listened attentively and were excited when staff told them a story.

Children develop independence skills well. They are involved in preparing snack, feed and drink independently and help to clear the table. Children were able to access the toilet independently.



Care & Development

Good

Staff understand and implement most policies and procedures to keep children safe and healthy. They encourage children to wash their hands before eating and this helps to develop their personal hygiene practices effectively. Staff are fully aware of children's dietary, health needs and preferences. They follow nappy changing policies and procedures in line with the infection prevention and control guidance and keep records.

Staff are confident about their understanding in relation to child protection and safeguarding. They responded well to potential child protection and safeguarding scenarios knowing the processes to follow if there was a child welfare concern. Staff keep records of accidents, incidents and pre-existing injuries, and obtain parental and carers signatures to evidence. Most staff have current paediatric first aid certificates. All staff have received the mandatory safeguarding training, and most staff have food hygiene certificates.

Staff create positive relationships with children in their care. Interactions with children are consistently warm, engaging and demonstrate understanding and kindness. However, there are times when the staff were unable to interact fully with children because their attention was with a child who needed extra support, leaving one member of staff to work with the rest of the group. This results in some children not getting the interaction they require. Staff praise children for their kindness when they help each other out. Staff offer praise and encouragement for children when they achieve goals and when they do things for themselves. They are good role models, as they encourage children to say 'please' and 'thank you' during snack time. Staff demonstrate a good understanding of the positive behaviour management policy. During the inspection, staff consistently used positive reinforcement with children.

Staff ensure children are fully supported to follow their interests and ideas. They observe children's progress and development daily which is shared with parents and carers. They recognise children's progress, development and prepare for their next steps in learning effectively. Staff fully understand and support children with additional learning needs. For example, they support children's use of language through singing, recognition of colours and counting. However, at times opportunities were missed by staff to enhance play fully as some children did not have the full attention of staff.

Staff enhance children's use and understanding of Welsh words and phrases through play and singing songs. They organise interesting play and learning experiences to help raise children's awareness about their wider society and Welsh culture. For example, children celebrate a range of festivals such as St Davids Day, Diwali and Christmas amongst others. Staff plan sensory activities to help children develop their natural curiosity and exploration.



Environment

Adequate

Leaders have effective measures in place to ensure staff understand their responsibilities in relation to safety and welfare of children. They ensure the environment is safe, secure and well maintained indoors and outdoors. The main doors are locked, and outdoor areas are secure. Leaders keep records of visitors and identification badges are checked on arrival. They organise cleaning routines that reflect good hygiene practices.

Leaders ensure risk assessments are robust, maintenance checks are conducted, and fire drills are carried out. The environment is welcoming and child friendly. It provides spacious and inviting areas for children to explore. The main indoor play areas are somewhat organised to promote children's development with a purposeful range of resources. The setting has suitable furniture and resources for the age and stage of the children attending. For example, there are tables, chairs and low-level storage which allows children to develop independence in their ability to reach for their own play resources through play. There are toilets and toileting aids which give children opportunities to be independent.

Displays of children's craft work and pictures give children a good sense of belonging and achievement. There are a broad range of resources in the outdoor environment which are an extension on the learning that happens indoors. These include a mud kitchen, climbing and balancing resources, bikes, trikes, messy play trays, push along toys and balls. However, some resources in the outdoor play area and some indoor areas need maintaining and replacing, along with a tidy up and declutter, making the play space and resources more accessible to all. Indoor provision includes construction toys, small world resources and role play. Staff ensure English and some Welsh books are available along with sensory and messy play resources with musical instruments to name a few. There are resources that promote an awareness of different cultures and diversity, which include kitchen role play props, dolls and a variety of books.



Leadership & Management

Adequate

Leaders have a positive vision for the future running of the setting. They maintain and share a statement of purpose which gives an accurate reflection of the setting. Leaders regularly update and review their policies and procedures. Leaders ensure insurances, information commissioner's office and public liability insurance is current. Leaders implement an effective quality of care review which reflects on training and their achievements as a setting. They seek feedback from parents, staff and children to further develop the setting, creating targets for the future.

It was noted and discussed during the inspection that an extra member of staff was needed. Although staff were in ratios, one member of staff was solely working with a child leaving the other member of staff with the rest of the group, this at times had an impact on the larger group with their needs not consistently being met. Leaders told us that they do usually have an extra member of staff but at the time of the inspection they were absent. We observed a strain on the staff with the number of children with higher level of support needs.

Leaders follow timely and robust recruitment processes to safeguard children and ensure staff have the necessary qualifications and experience to care for children. Leaders ensure the disclosure and barring service (DBS) checks are in place for all staff. We have seen evidence of supervision and appraisal meetings taking place, Leaders have completed the Self-Assessment of Service Statement (SASS) and some changes to the setting.

Leaders provide a webform app to engage with parents and carers about children's attendance, changes and it also informs them about their children's time at the setting. The information includes photographs, activities, dietary and toileting needs during the day. Staff operate an open door policy and give parents verbal feedback daily.

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

National Minimum Standards

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.

Standard	Recommendation(s)
Standard 4 - Meeting individual needs	Ensure there is enough staff to supervise children effectively and meet the needs of all children at the setting.

Best Practice

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.

Recommendation(s)

Declutter, tidy and organise the play space so children have free access to all resources.

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