



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Cwtsh Y Clos

**Cwtsh Y Clos
Danyrallt
Llanarthne
Carmarthen
SA32 8JX**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date of Publication

Friday, 8 September 2017

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Description of the service

Cwtsh y Clos was registered in 2014 to provide full day care for up to 19 children. The nursery is located in a completely refurbished building on farmland in the rural area of Llanarthne. The registered persons are Celia Ann Davies and Gwenllian Stephens. The persons in charge are Gwenllian Stephens and Rhian Thomas. The language of the service is Welsh, and they operate between Monday and Friday, 7:30am to 6:00pm.

Summary of our findings

1. Overall assessment

Children attending Cwtsh y Clos are happy, settled and benefit from a well-planned service. They are cared for by caring and experienced staff that are consistent and effective in meeting children's individual needs. Children benefit from a rich and stimulating environment with plenty of resources that enable children to make choices and promote learning and development. Great emphasis is placed on introducing children to aspects of the countryside, including farming and nature. The nursery has a very stimulating outside play area that provides very good opportunities for children to be inquisitive. The service has very good partnerships with parents, local schools and the community. Parents told us that their children love attending and have developed significantly since starting at the nursery.

2. Improvements

The nursery has completed a national healthy pre-school scheme and is awaiting accreditation. They have also been awarded their first flag in an international environmental education programme that recognises the contribution made by the children and staff to make positive environmental changes to their nursery and the community.

3. Requirements and recommendations

We recommended that the providers should;

- record logs of children's sleep times were recorded regularly and daily;
- provide children with more opportunities for child-led and free play as well as adult led activities and
- remove the large ball pool from the indoors as it is taking up a significant amount of play space.

1. Well-being

Summary

Children express themselves well and are confident to communicate with their peers and carers. They are able to make choices knowing they are listened to and their views are taken into account. They have close bonds with the staff, and approach them confidently and with ease. The children show excitement and interest in their play and are developing well.

Our findings

1.1 To what extent do children have a voice?

Children have choices and can be confident that their voice is heard.

We saw children arrive and make choices about what they wanted for breakfast. Afterwards, they had free play and chose from a selection of activities set out for them. During circle time, children moved to sit near their friends and one wanted to sit with a member of staff. The child helped her with the task of showing children's names and who was present. We heard another group of children being asked what activities they wanted to do next after snack time. Older, mobile children in the baby section were crying at the gate looking into the toddler section, and evidently wanted to return to play here. This was recognised by staff who opened the gate for them. They smiled as they went off to play with the other children. Leaders told us that children had been consulted over the new menu for the next term. We saw photographs of children choosing various food options of what they liked and disliked.

Children have a strong voice at the service.

1.2 To what extent do children feel safe, happy and valued?

Children are happy, settled and have strong bonds of affection with staff. They move around and choose activities with confidence.

We saw most children arrive happily and confidently without looking back at parents as they were left. Some were a little more apprehensive about our presence and approached staff for cuddles. We saw a child rub his arm and approach a member of staff who checked him and gave it a kiss; he smiled as he went back to play. Children were happy and expressed enjoyment in their play and learning, and parents told us that their children were excited about attending and felt the service was like a second family to them.

Children are very happy and feel valued.

1.3 How well do children interact?

Children co-operate, share and are kind to each other.

We saw children play alongside each other and they were relaxed and absorbed in their play. Young children took turns to blow bubbles and waited patiently until it was their turn again. Children reached for each other's hands when they went for a walk down the lane to see the cows and the pet bunny. Children listened and responded promptly to health and safety instructions and commands from staff whilst out for a walk. Children were polite and well mannered and said "please" and "thank you" when given their snack and drink. Some children needed gentle reminders from staff about playing nicely together, and responded positively when the behaviour was identified and praised.

Children interact very well.

1.4 To what extent do children enjoy their play and learning?

Children enjoy organised and free play activities and are interested and motivated in their play and learning.

Children were engrossed in play and planned activities during the inspection. Young children enjoyed sitting with staff looking at books, and went to get another one each time they had finished a story. Children gasped excitedly when they heard the doorbell as they curiously waited asking, "who's there?" The main room was separated into sections by soft storage boxes, and we saw children move these boxes and playing 'pee-po' with children from the next section. Children showed enjoyment during circle time, singing and counting to familiar songs.

Children enjoy a wide range of play and learning experiences and show enthusiasm.

1.5 How well do children develop, learn and become independent?

Children have freedom to choose from a range of experiences and activities which promote all round development.

We found that children responded confidently in Welsh naming colours, counting to ten and above and singing songs that recognised different emotions. Children recognised their own names and other children's names during self-registration. We saw children help feed the pet rabbit and discuss with staff about the importance of giving him food and water. Most of the children had good communication skills and spoke confidently to us. Children were developing independence skills. They spread their own butter on their toast, and cut it into two pieces. One of the children had the job of collecting all the plates and cups afterwards. We saw very young children concentrate on a task of using a scoop to transfer rice into a pot until it was full. Children enjoyed counting the animals in the field and naming the cows, during the walk down the lane. Leaders told us that children had seen eggs hatching into

chicks in incubators at the nursery. These were now fully-grown chickens and laid eggs which the children were able to collect daily.

Children have meaningful learning experiences which enhance their development and independence skills.

2. Care and Development

Summary

Children are cared for by a team of consistent and qualified staff who know the children very well and understand their individual needs. They work effectively to support children to reach their full potential and to keep them safe and healthy. Staff manage interactions positively and are consistent in promoting positive behaviours.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff follow a range of clear policies and procedures to keep children safe and healthy.

Staff are familiar with the service's child protection policy and all of them had attended training. They responded confidently to given scenarios and knew the procedures to follow. The person in charge showed good knowledge of record keeping and observations surrounding child protection situations. We saw that staff correctly followed the nappy changing policy of wearing gloves and aprons and sanitising the changing mat after each child. Staff promoted a healthy lifestyle and children had opportunities for daily physical activities, which included a walk down the lane and free play in the large outdoor area. The service had completed a national healthy pre-school scheme and were awaiting accreditation. We saw from looking at the medication and accident records that staff followed the correct procedures when administering medication or recording accidents. We saw staff administer first aid to a child who had fallen and bumped her head. The person in charge contacted the parent and completed an accident log. Staff made several observations of the child throughout the rest of the session to ensure she was ok. Regular checks of sleeping children were logged on a record sheet, although there were some gaps days earlier. We heard staff remind children the importance of washing their hands before mealtimes and after wiping their noses. The service had a two week rotating menu of nutritious, home cooked meals such as fish pie, roast dinner and risotto.

Staff are very effective in keeping children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff are role models of good behaviour and promote positive behaviour.

We saw that staff were good role models because they interacted with children and each other in a relaxed, respectful manner. We heard lots of 'well done!', 'oh fantastic!' and 'that's a great idea!' We heard staff play alongside children using language to promote learning and offering help if children asked for it. A member of staff averted possible confrontation by using distraction techniques and allocating a job that made the child feel important and proud. All staff were calm, happy and motivated and provided a fun filled session.

Staff manage interactions consistently and are forward thinking in ensuring positive behaviours in children.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

Staff know the individual needs of the children in their care. They plan activities to promote children's development.

We saw that staff knew children very well. They were able to tell us about children's development and stages they had reached during their time at the service with pride. Planned activities included arts and craft, sensory activities such as gloop and foam, gardening and learning about nature such as caring for animals and growing vegetables. We found, during our visit that daily activities were mostly planned and adult-led. We discussed the balance of having more child-led, free play with the person in charge. Staff frequently monitored children's development and progress and used their observations towards future planning. We heard staff constantly extending the children's language through open ended questions. We saw staff recognise a change in a child's behaviour which was out of the ordinary. A cuddle and a chat was offered which was accepted by the child. When changing children's nappies, staff explained to the children what they were doing and reassured the ones who were anxious, singing to them and offering cuddles.

Staff are dedicated and enthusiastic in promoting children's play, learning and development.

3. Environment

Summary

Children are cared for in a safe, stimulating and imaginative play environment. They have access to a good range of resources indoors and an exceptional and spacious outside area that offers exciting and interesting learning opportunities.

Our findings

3.1 How well do leaders ensure the safety of the environment?

The leader ensures that children are cared for in a safe, clean environment and that unnecessary risks to children are identified and reduced or removed.

The premises were safe and secure and we were asked to sign a visitors' book upon arrival and departure. Risk assessments were completed daily by staff members and included outdoor play and walks down the lane. Fire drills were carried out every three months, and logged by leaders. The service had a '5' rating from the Food Standards Agency. We saw very good hygiene practises and all staff were familiar with cleaning routines. Staff wore aprons and gloves when changing nappies and when preparing food for children. Wellingtons, wetsuits and raincoats were provided for the children to use outdoors. We saw that there were annual tests for heating and electrical equipment. All staff had received training on the day prior to our visit on 'introduction to fire safety'.

The leader is committed to providing a very safe, clean and secure environment for the children.

3.2 How well do leaders ensure the suitability of the environment?

There is more than sufficient space and facilities to meet the needs of the children.

The leader ensured there was ample space for the children to play indoors and outdoors. As well as the main room, which was divided into three sections for the different ages, with a selection of learning resources, children had access to a large grassed area which was evidently significant in children's play and learning and was used regularly whatever the weather. Children had access to a mud kitchen, musical and creative areas, a herb garden, large planters, polytunnels and growing potatoes, tomatoes, cucumbers, carrots and leeks that were looked after by the children. Leaders and children had also planted apple and plum trees. They were in the process of creating a greenhouse out of large, plastic bottles. The main playroom was well decorated and welcoming with displays of children's work all around. A temporary sensory area was accessible through lowering a large, dark curtain that was secured from the ceiling to create a tent like room. There was a large, soft cushioned ball pool located in one of the play areas and it took up quite a lot of space.

Leaders ensure the environment is stimulating, well resourced and offers a rich environment for the children.

3.3 How well do leaders ensure the quality of resources and equipment?

Leaders ensure that all children have access to a wide range of clean and good quality furniture, equipment, toys and materials which meet their needs.

We found that children had access to furniture and equipment that were appropriate for their ages and needs. There were plenty of child sized tables, chairs and comfortable furniture such as mats and floor cushions, all of which were in very good condition. There was a good selection of Welsh books and resources to promote cultural awareness such as ethnic dolls. The outdoor areas contained a vast array of interesting play equipment such as ride on bikes and cars, pushchairs and dolls, a sand pit, a water tray, a large climbing frame, a see saw and play houses.

Leaders ensures there is a well organised and extensive selection of very good quality resources and equipment.

4. Leadership and Management

Summary

The leadership at this service is very effective. The service meets all of the national minimum standards and exceeds some of them. Staff recruitment and management is highly effective and meaningful training plans are in place. The service employs staff who are passionate about their roles, some of whom have worked there since opening and who are passionate about their roles.

Our findings

4.1 How effective is leadership?

The registered person, who is also the person in charge oversees the management of the nursery and creates a clear vision for the service ensuring that effective policies are in place.

The standard of record keeping was high and policies and procedures were reviewed regularly. Leaders and staff confirmed that the policies were regularly discussed at team meetings. The statement of purpose reflected an accurate picture of the service and was updated as and when needed. The person in charge was open and approachable and praised and reinforced good practice. Staff welcomed her support and advice and they told us how they thoroughly enjoyed working there. There was an ethos of constant improvement and a desire to implement the next project, particularly if it had links to the environment. We viewed a sample of child record forms and parental contracts and found them to be in line with regulations. Leaders were very aware of the Prevent Duty and had discussed the document with staff at a team meeting.

Leadership is extremely effective.

4.2 How effective is self evaluation and planning for improvement?

The leader ensures that there is ongoing review and development of the service including the views of children, parents, staff and other professionals.

The leader showed us an up to date quality of care report which addressed feedback from parents / carers, children and outside agencies. It included positive feedback and identified comments for improvements from parents, staff and children and what had been done to improve the issues raised. Staff worked very well together, they shared ideas and good practice and were very open to ideas for improvement.

Self-evaluation is thorough and purposeful.

4.3 How effective is the management of practitioners, staff and other resources?

The registered person has a robust system of recruitment and induction in place. She deploys staff appropriately and ensures that they are clear about their roles and responsibilities.

We viewed all staff files and found that leaders implemented vigorous and thorough recruitment and induction systems. Staff confirmed they received induction training and regular one to one supervision sessions as well as annual appraisals. We viewed supervision notes and saw that suggestions made by staff had been listened to and implemented. Staff told us they felt fully supported and listened to, they enjoyed working at the nursery and said, “we are all good friends as well as work colleagues”. All staff had completed mandatory training as well as additional training such as ‘consultation with children’. We saw that the appropriate adult to child ratio was adhered to at all times, and the person in charge was supernumerary most of the time to allow time to speak to parents, answer calls, prepare meals and relieve staff breaks.

Management of practitioners, staff and other resources is very efficient.

4.4 How effective are partnerships?

The leader and staff work with parents to identify children’s needs and to keep them informed about their children’s progress and well-being. They have good links with groups in the community.

We found that information is shared with parents through regular verbal discussion, a Facebook page and annual parent meetings. Parents told us that all staff were very approachable and always ready to discuss any issues or concerns they may have. Parents told us that their children’s attendance at the nursery had contributed greatly to their child’s development. Parents felt that staff were very friendly and approachable. They also praised the numerous craft activities that their children brought home each week. Leaders told us they have links with outside agencies and we saw paperwork and referrals that showed this was the case. Leaders were eager to establish links with local schools and have plans in place for termly meetings with a nearby school, with parents’ permission. We saw photographs of community partnerships, including visits from the local minister to share religious stories, and visits to local gardens. They have also had visits from the vet to talk about their work with the children and to check on the nursery pet rabbit.

The leader of this service has established excellent partnerships with parents, staff and other agencies.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

We recommended that the providers should;

- record logs of children's sleep times were recorded regularly and daily;
- provide children with more opportunities for child-led and free play as well as adult led activities and
- remove the large ball pool from the indoors as it is taking up a significant amount of play space.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections.

An inspector undertook an unannounced visit to the service on 19 July 2017 for a total of seven hours. We:

- inspected a wide range of records including the statement of purpose, attendance registers, contracts, staff files, accident and medication records, activity planning and policies and procedures;
- observed practice and completed observations on a child using the SOFI tool to capture evidence of the children's engagement and the care being provided by staff
- spoke to the registered person/ person in charge, children and staff. Five parents and two staff members completed written questionnaires;
- inspected the outdoor and indoor environment and
- looked at information received as part of the self assessment of service statement.

Further information about what we do can be found on our website www.cssiw.org.uk

About the service

Type of care provided	Children's Day Care Full Day Care
Registered Person	Celia Ann Davies Gwenllian Stephens
Person in charge	Gwenllian Stephens Rhian Thomas
Registered maximum number of places	19
Age range of children	Six weeks to seven years old.
Opening hours	7:30am to 6:00pm Monday to Friday
Operating Language of the service	Welsh
Date of previous CSSIW inspection	6 August 2015
Dates of this inspection visit(s)	19 July 2017
Is this a Flying Start service?	No
Is early year's education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This is a service that provides an 'Active Offer' of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Additional Information:	