



## Inspection Report

**Munchkins @ Ysgol Llanbedr**

**Ysgol Llanbedr  
Llanbedr Dyffryn Clwyd  
Ruthin  
LL15 1SU**



**Date Inspection Completed**

24/11/2021

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## About Munchkins @ Ysgol Llanbedr

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Munchkins @ Ysgol Llanbedr
Registered places	50
Language of the service	English
Previous Care Inspectorate Wales inspection	<a href="#">Manual Insert</a>
Is this a Flying Start service?	<a href="#">Manual Insert</a>
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

<a href="#"><u>Well-being</u></a>	<b>No Rating Required</b>
<a href="#"><u>Care and Development</u></a>	<b>No Rating Required</b>
<a href="#"><u>Environment</u></a>	<b>No Rating Required</b>
<a href="#"><u>Leadership and Management</u></a>	<b>No Rating Required</b>

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

## **Summary**

Children are happy, settled and enjoy their time at the service. They are keen to make choices and decisions about their play and what activities they take part in. Children enjoy their play and have fun taking part in activities. Children concentrate on tasks and show interest in what they are doing.

Staff have positive relationships with children; they speak with them in a kind and calm manner and provide comfort and reassurance when children need it. Staff are kind, caring and treat children with respect. They know the children well and ensure their interests and ideas are taken into account when planning activities.

Toys and resources are stored at low level so children can access them independently. People who run the setting have arranged the play room into learning areas, providing children with a range of activities. The premises offer a variety of interesting opportunities for children to learn through playing especially outdoors with natural and re cycled materials.

People who run the setting are committed and understand their responsibilities in running the service. They make improvements in order to ensure the service meets children and their families' needs. People who run the setting ensure staff receive regular training and support in order to carry out their roles effectively.

People who run the setting share information with parents and there are good partnerships which benefit the children's learning and improve outcomes. There is an excellent relationship with the school with whom the setting shares resources and outdoor spaces.

Children are keen to make decisions and choose how they spend their time. They move around the available activities and play areas freely indoors and outside and follow their own interests. They are happy to chat to staff and involve them in their play.

Children have a sense of security as they are familiar with the routine. Children feel comfortable asking staff for reassurance or comfort when needed. Children have started to make friends and chat together during play, sharing smiles and laughter.

Children listen well to a story and are happy to help with tasks such as tidying up. They are forming friendships and like coming here to be with their friends. Children play well together and are beginning to share toys and take turns, for example when colouring.

Children enjoy their play and taking part in activities. Children concentrate on tasks and show interest in what they are doing. For instance, making up games outside.

Children learn to do things for themselves as they are supported by staff for example putting on coats to play outside. They are encouraged to decide for themselves what activities to take part in and how to complete tasks. For example, they decide for themselves whether to play indoors or outdoors. They choose from the resources available, all stored within their reach.

## Care and Development

No Rating Required

Staff understand their roles and follow the correct procedures to ensure children are kept safe and healthy. Most staff have completed paediatric first aid training. They record any accidents or incidents appropriately and ensure these records are signed by parents. Staff also ensure fire drills are practiced to ensure children and staff know how to exit the premises quickly and safely in an emergency. Staff promote healthy eating by providing healthy snacks and school lunches for the children. They encourage children to wash their hands as and when they need to and follow appropriate hygiene procedures. Staff told us children spend time plenty of time outdoors and ensured all children could choose whether to play inside or out.

Staff have positive relationships with children; they speak with them in a kind and calm way and provide reassurance when children need it. They give lots of praise and direct them to another activity in case of a disagreement.

Staff encourage children to learn and to ask and answer lots of questions to develop their curiosity and thinking skills. They provide support positively. Staff praise the children for doing well which make the children feel good about themselves. Staff know the children well and are familiar with their likes and dislikes. They gather information about the children before they begin attending, helping them to plan for their needs. The person in charge is in the process of developing more formal planning and assessment records to ensure all staff are aware of outcomes and skills to be developed through the activities and children's interests.

**Environment****No Rating Required**

People who run the setting ensure staff follow procedures to keep children safe. They have risk assessments in place including information to prevent the potential spread of Covid-19. The indoor areas were safe and secure. The outdoor area has plenty of natural resources and interesting areas.

All areas used by children are spacious and welcoming. People who run the setting have arranged the room into learning areas, providing children with a range of activities. Toys and resources are stored at low level so children can access them independently. Staff display samples of the children's work such as pictures of themselves providing a sense of belonging. The outdoor play areas offer exciting opportunities for children to explore and play to develop their imagination. The layout of the play area promotes children's independence. These areas are attractively organised to enable children to freely explore and make their own choices about what they want to play with

People who run the setting provide children with a range of toys and resources which are in satisfactory condition and are suited to the children's ages and stages of development. Although toys and resources include a few natural and re cycled materials which stimulate children's curiosity, most are made of plastic. Replacing these will encourage children's curiosity, problem solving and develop their imagination. The people running the setting raise children's awareness about the world around them to learn about their wider society. There are good opportunities for children to practice using their senses through outdoor play and craft activities.

People who run the setting ensure staff are aware of their responsibilities. The setting's statement of purpose contains information, meaning parents can make an informed decision about whether the setting can meet theirs and their child's needs. This was being updated at the time of the inspection to reflect the running of the setting and keep parents informed. There are a range of staff who can be called on if needed and the statement of purpose needs to reflect this. Extra staff, some of whom work in school have provided cover during the pandemic to keep the provision running.

People who run the setting are keen to ensure they are continually developing and improving the service they offer and as a result they regularly seek feedback. Listening to the children is a priority as well as talking to them and during daily observations, for example staff watch which resources children prefer. Since the inspection we have received written confirmation that all the recommendations have been met. It also includes what improvements have already been made and those which are planned.

People who run the setting ensure staff receive regular training and support in order to carry out their roles effectively. All staff members had a current Disclosure and Barring Service (DBS) checks, showing safe recruitment checks are in place.

People who run the setting share information with parents. We saw evidence of information gathered from parents detailing children's specific needs, likes and dislikes. Feedback from parents was complimentary of the care their children receive with positive relationships with staff. There are excellent relationships with the school with whom the setting shares resources and outdoor spaces.

## **Recommendations to meet with the National Minimum Standards**

R1 To continue to develop planning ideas and assessment documents so everyone understands what outcomes and skills are expected from activities and experiences and these can be recorded.

R2 To ensure the new Statement of Purpose reflects the way in which the provision is run.

R3 To replace some of the plastic with more natural and re cycled resources which will encourage children's curiosity, problem solving and develop their imagination.

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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

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Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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