



Inspection Report

Caban Ogwen

Ysgol Llanllechid

Rachub

Bangor

LL57 3EH

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

22/04/2022

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About Caban Ogwen

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Meithrinfa Ogwen Cyf
Registered places	50
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	13 December 2018
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	Yes. 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.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

Summary

Children are happy, settled and confident to share their views. They are making friends and interact well together. Children enjoy the activities available to them and can make choices about how to spend their time. Staff are aware of their responsibilities in respect of keeping children safe and healthy. They know children well and speak to them in a warm and friendly manner. People who run the setting ensure all areas used by children are safe and welcoming. Toys and resources are of good quality and provide plenty of opportunities for children to learn and develop their skills. People who run the setting are committed to ensure the service is managed effectively, however, they need to ensure policies and risk assessments are reviewed annually. Good relationships have been formed with parents and information is shared effectively, ensuring children's needs are met.

Well-being**Good**

Children are happy, settled and make appropriate decisions about how they spend their time. They move around the available activities freely and follow their own interests. Children know they can ask staff for help when they need it and are confident to do so. For example, they know they can ask staff for help to set out more resources to complete craft activities or for activities that are kept in the store cupboard.

Children have a sense of security as they are cared for by staff with whom they have formed warm relationships. They feel comfortable asking staff for reassurance or comfort when needed. For example, by indicating they want a cuddle when they are unsure about new people or situations. Children are also eager to involve staff in their play. For example, when playing imaginatively in the mud kitchen they were eager to 'make lunch' for staff members, asking them what they would like and showing them what they had made. Children are making friends and chat together during lunch time and during play, sharing lots of smiles and laughter as they do so. Older children show consideration and friendship towards the younger children and help them to take part in activities without prompts by staff.

Children listen well and are happy to help with tasks and follow instructions. For example, when washing their hands and using the toilet before lunch. Children play well together. They share toys, take turns and work together to complete tasks well. For example, when creating a train using the scooter boards, they work together to link the different parts and help each other to sit in a row before sliding down the ramp.

Children have opportunities to develop their independence skills by completing tasks for themselves. For example, they are happy to help staff put the toys away and tidy up at the end of activities.

Care and Development

Good

Staff understand and follow the setting's procedures to ensure children are kept safe and healthy. A sufficient number of staff have completed paediatric first aid training and any accidents and incidents that do occur are recorded appropriately and signed by parents. Staff know the procedure to follow if they have any concerns about a child and have completed training on safeguarding children.

Staff promote healthy eating and hydration; they encourage parents to provide healthy snacks and lunches for their children and ensure children have access to their drink bottles throughout the day. They encourage children to wash their hands as and when they need to and ensure children have regular opportunities to spend time outdoors in the fresh air, ensuring they develop their physical skills. However, staff do not always ensure tables are cleaned with antibacterial spray between activities and mealtimes.

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. They deal with any minor disagreements or inappropriate behaviour positively. For example, by distracting children or reminding them how to share and talk nicely when any minor disagreements occur. Staff use praise often throughout the day to encourage children to interact and behave positively.

Staff know the children well and are familiar with their likes and dislikes. They gather comprehensive information about children's individual care, personal and medical needs before they begin attending, helping them to plan effectively to meet individual needs. Staff take regular photographs of children taking part in activities and send these to parents using a secure online application and a private page on social media.

Environment**Good**

People who run the setting generally understand their responsibilities to provide a safe environment for children. They have written risk assessments in place, which outline any potential hazards to children's safety. These include extra preventative measures put in place during the Covid-19 pandemic to help minimise the risk of spreading the virus. New risk assessments had also been completed each time new equipment had been purchased. However, people who run the setting do not always review the risk assessments for the general areas annually.

People who run the setting provide children with spacious and suitable areas to play and learn. They provide children with an appropriate selection of toys and resources, and these are stored so that children can access them independently. Staff display samples of the children's work on the notice boards, providing children with a sense of belonging and pride in their achievements. All areas are well maintained and welcoming for children. The outdoor play area is currently under development. Despite this, the outdoor play area still offers opportunities for children to develop their imagination and their physical skills, including a mud kitchen, climbing apparatus and a selection of ride on toys.

People who run the setting provide children with a suitable range of toys and resources which are age appropriate and in good condition. Toys and resources are cleaned regularly and staff keep accurate records of when cleaning tasks are carried out. A variety of equipment is available to aid children's independence, including steps and toilet seats for children who are potty training. Staff provide plenty of opportunities for children to explore natural and sustainable materials, for example children had plenty of opportunities to take part in cooking activities as well as playing with recycled materials and loose parts in the outdoor play area. People who run the setting also provide plenty of wooden toys, such as a play kitchen, dolls houses and jig saws that enable children to experience different materials.

Leadership and Management

Good

People who run the setting ensure staff are aware of their responsibilities. They share their vision for the setting with them effectively and make sure the setting's policies and procedures are followed effectively. The setting's statement of purpose contains all the required information, meaning parents can make an informed decision about whether the setting can meet theirs and their child's needs. The setting's policies contain all the required information, ensuring staff are able to understand their responsibilities. However, people who run the setting do not record when they are reviewed.

People who run the setting are keen to ensure they are continually developing and improving the service they offer. 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 during daily observations. For example, more scooters have been purchased for the outdoor play area after staff asked the older children what equipment they would like to buy with the money they received from a grant. People who run the setting have written a report in response to the feedback received. This report outlines what improvements have already been made and those which are planned for the future.

People who run the setting ensure staff receive regular training and support so they can carry out their roles effectively. They have ensured that staff files are comprehensive and contain all the required information, showing safe recruitment procedures are in place. Staff told us they had been able to attend regular training in order to meet children's individual needs, such as training to aid children with communication difficulties. We saw written records showing that annual appraisals and regular staff supervision sessions have taken place.

People who run the setting share information with parents effectively. We saw evidence of information gathered from parents detailing children's specific needs, likes and dislikes. Parents we spoke with were very complimentary of the care their child receive. They told us they had positive relationships with staff, who shared information verbally at the end of each session and through a secure online application or a private page on social media.

Recommendations to meet with the National Minimum Standards

R1- Review all risk assessments annually and record the date on which the review has taken place.

R2- Review policies annually and record the date on which the review has taken place.

R3- Ensure tables are cleaned with antibacterial spray between activities and mealtimes to reduce the risk of cross contamination.

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
25	Leaders have not ensured there are appropriate measures in place to review and monitor risks	Achieved

	effectively.	
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