



# Inspection Report

**Meithrinfa Medra**

**Children's Centre  
Ffordd y Coleg  
Talwrn Road  
Llangefni  
LL77 7LP**



**Date Inspection Completed**

10/05/2023

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## About Meithrinfa Medra

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Meithrinfeydd Cymru Cyfyngedig
Registered places	95
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	29 November 2018
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	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><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Good</b>
<u><a href="#">Environment</a></u>	<b>Good</b>
<u><a href="#">Leadership and Management</a></u>	<b>Good</b>

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

## Summary

The children are happy and settled and express their opinions confidently. They decide how to spend their time and they have developed positive relationships with the staff and their friends. The children enjoy the activities available to them and they concentrate well on tasks.

The staff understand their responsibilities with regard to keeping children safe and healthy. They know the children well and speak to them in a warm and friendly manner. The staff plan a range of play experiences and meet the children's individual needs effectively.

Those responsible for running the setting ensure that all the areas used by the children are safe and welcoming. The toys and resources are of good quality and provide plenty of opportunities for the children to learn and develop their skills. Those responsible for running the setting ensure that the children have plenty of opportunities to explore natural materials and provide effective opportunities to develop their physical skills.

Those responsible for running the setting are committed to ensuring that the service is managed effectively. They share their vision for the service with the staff, supporting them to follow policies and procedures effectively. Those responsible for running the setting endeavour to provide a high-quality service to the children and their families.

The children are happy and settled and make decisions about how to spend their time in the setting. They move freely around the activities available and follow their own interests. The younger children are able to follow their usual sleep routine and staff plan around this, for example, putting food aside for the children who were sleeping during lunch time. The children are confident when asking the staff for help when required and when expressing their wishes, knowing that the staff will respect those wishes. For example, when asking to sit on a member of staff's lap to read a story when they were tired, and when choosing to take part in activities led by staff in their own time.

The children feel safe as they receive care from staff members with whom they have developed warm relationships. They feel happy asking the staff for comfort when needed. For example, approaching the staff for comfort after falling out with a friend. The children are confident when speaking to other adults visiting the setting as they feel safe and secure. The children make friends and chat with each other during lunch time and play time, smiling and laughing frequently.

The children enjoy their play and concentrate well whilst exploring the range of activities available to them. They are eager to involve the staff in their play. For example, the children were eager to sit with the staff when playing with the clay. They chatted happily with each other while rolling the clay flat, asking the staff for help to choose different cutters and to press the clay when it was hard.

The children listen well and are happy to help with tasks and to follow instructions. For example, when washing their hands, when wearing their coats and when tidying up after an activity. The children play well with each other. They share toys, wait their turn and work together to complete tasks successfully. For example, when using their imagination to play in the soil with the toy tractors, they took it in turns to create patterns with the tractor wheels and worked together to create a flat surface in the soil where they could create more patterns.

The children are given opportunities to develop their independence skills by completing tasks for themselves. For example, the younger children are given plenty of time to feed themselves during lunch time, and the staff are at hand to support and encourage them. Every child is confident to choose independently which activities to take part in and the children can move freely between the indoor and outdoor areas as they wish.

The staff have a good understanding of the setting's procedures for keeping children safe, and they follow them effectively. More than the required number of staff have completed paediatric first aid training. Detailed records are kept of any incidents and accidents, and any instances where staff administer medication to a child. The records are signed by the parents to demonstrate that they have been informed. The staff are confident about the appropriate procedures to follow should they have any concerns about a child, and they have completed training with regards to safeguarding children. The staff also ensure that regular fire drills are held so that the children and staff know how to leave the premises quickly and safely in an emergency.

The staff encourage the children to eat healthily and to drink plenty; they ensure that the children can access their water bottles throughout the day. The staff follow effective procedures to ensure that the needs of children with allergies are met at all times. Children are given a healthy lunch and snacks, and other options are available if children don't like the main option or if a child has an allergy. Staff follow effective procedures to prevent the spread of infection. They encourage the children to wash their hands as required and follow the appropriate procedures when handling food and changing nappies. The staff also ensure that the children are given regular opportunities to spend time outdoors, ensuring that they develop their physical skills.

The staff have formed positive relationships with the children, and speak to them affectionately and treat them with care and respect. They use effective and consistent strategies to promote positive behaviour in accordance with the setting's policy. For example, they distract children with another activity if they find it difficult sharing or taking turns, and provide a clear explanation when their behaviour is not acceptable. Staff also model social skills effectively when playing alongside the children and model saying thank you and praising each other during activities.

The staff provide a variety of fun-filled activities that they know the children will enjoy, including a good mix of indoor and outdoor activities. The setting has purposeful arrangements for identifying and supporting children's individual needs, including children with additional learning needs. Those responsible for running the setting collect plenty of information about preferences, needs and any other relevant information before children start at the setting. This enables the staff to plan effectively for the children's individual needs. Effective procedures are in place to work effectively with external agencies to support children with additional learning needs and to ensure that every child's individual needs are met effectively.

Those responsible for running the setting prioritise the children's safety and ensure that the staff follow procedures to keep the children safe. For example, the staff ask visitors to sign the visitors book on arrival and they ensure that the building, the premises and the outdoor areas are safe and secure. This prevents any unauthorised access to the premises. Those responsible for running 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. New risk assessments are completed before any new activities are undertaken or when any matter is identified. However, the general risk assessments for the building are not updated annually.

Those responsible for running the setting ensure that all the areas used by the children are sufficiently spacious, well-maintained and welcoming. The outdoor play areas provide a suitable range of opportunities for the children to explore and play in order to develop their imagination, including planting areas and toys for water play. They also provide a range of effective opportunities for the children to develop their physical skills, for example, a wide selection of climbing equipment and bikes. Toys and resources are stored at a low level and are well organised in boxes. The boxes are labelled but the writing on the labels is small, making it more difficult for the younger children to choose independently. Tables and chairs of different sizes are available to suit the different ages of the children attending the setting. The toilets have suitable facilities, with low sinks and toilets to promote the children's independence.

Those responsible for running the setting provide a good range of toys and resources which are in good condition and appropriate to the children's ages and stages of development. They are clean and well-maintained, and detailed records are kept of when they are cleaned and checked. Those responsible for running the setting ensure that the children have plenty of opportunities to explore natural materials, multicultural resources and Welsh resources for the children to learn more about the world in which they live. For example, many of the toys were wooden and sand, water and soil were available so that the children could play and explore. Those responsible for running the setting are starting to introduce a range of real life objects and recycled materials in order to promote the children's understanding of the world around them. The older children's room has been decorated using natural materials and colours, with a range of recycled objects and toys in the role play areas.

Those responsible for running the setting ensure that the staff are aware of their responsibilities. They share their vision for the service with them and ensure that the setting's policies and procedures are followed effectively. The policies are comprehensive, providing a clear outline of the procedures to follow, and they are reviewed annually. The setting's statement of purpose includes detailed information and provides an accurate description of the service offered, meaning that parents can make an informed choice about whether the setting can meet their needs and the needs of their child.

Those responsible for running the setting are keen to ensure that they continue to develop and improve. They ask regularly for feedback from parents, children, visiting professionals and staff. Those responsible for running the setting have produced a report in response to the feedback received. This report outlines the improvements which have already been made and proposed improvements for the future.

Those responsible for running the setting ensure that the staff have regular training and support to fulfil their roles effectively. Staff files are comprehensive and include all the required information, demonstrating that safe recruitment checks are in place. The staff told us that they can go to those responsible for running the setting at any time to discuss any problems or training needs. Records of these meetings are kept in the staff's individual files.

Those responsible for running 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. The staff ensure that parents receive regular information about their children's development using a secure online app to share photographs and observations. There is also a secure page on social media and regular newsletters, where important information is shared.



### 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
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N/A	No non-compliance of this type was identified at this inspection.	N/A
26	Regulation 26. Medication forms seen were incomplete.	Achieved
29	Regulation 29 - staff were not receiving regular supervision	Achieved
30	Regulation 30 - records of accidents and incidents were incomplete.	Achieved

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 will highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will consider them at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 24 - Safety	Mae angen gwirio'r asesiadau risg ar gyfer y lleoliad yn flynyddol. The risk assessments for the premises should be reviewed annually.

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)
Labelu bocsys gyda lluniau a geiriau er mwyn hybu annibyniaeth y plant ieuengaf. Labelling boxes with words and pictures to aid younger children's independence.

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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