



## Inspection Report

**Mini Me's Person Bach Fel Fi Ltd**

**Roseheyworth Millenium Primary School  
Roseheyworth Road  
Roseheyworth  
Abertillery  
NP13 1SR**



**Date Inspection Completed**

*24/05/2022*

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## About Mini Me's Person Bach Fel Fi Ltd

Type of care provided	Childrens Day Care Full Day Care
Registered Provider	Mini Me's Person Bach Fel Fi Ltd
Registered places	23
Language of the service	English
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	
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.

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

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

## **Summary**

Children are settled, happy and enjoy attending the setting. They have fun playing with their friends and form close relationships with staff, which helps them feel safe and valued. Children have lots of choice and confidently explore the environment. Their independence skills are developing by participating in a variety of experiences.

Staff keep children safe and implement successful routines, policies, and procedures. Interactions between staff and children are consistently warm and nurturing. Staff support children well and provide a variety of activities that are appropriate for the ages of all children. Some recommendations have been made in relation to safeguarding training for staff and arrangements for planning, learning and assessment.

The premises are safe and secure. The environment is spacious and suitably organised. Appropriate risk assessments and safety checks are in place. There are a variety of resources available, which are appropriate for the age of the children. A recommendation has been made in relation to the monitoring of building maintenance checks.

The management of the service is adequate, and a small number of areas require attention to ensure compliance with regulations. However, the responsible individual was open to our feedback and keen to make improvements. Valid record keeping systems are in place.

Children make choices and decisions about how they spend their time at the setting. They freely explore their play environments and discover interesting resources that engage them. For example, we saw children happily shaking maracas whilst singing *twinkle little star* and others enjoyed making jubilee collages. They confidently ask for anything they want because they know they are listened to. For example, a child asked, *“Can I have some water please?”* They assertively choose what they would like for their snack.

Children separate well from parents and carers and settle quickly into their play. They are happy and relaxed because staff help them to understand routines and structures of the day. They have formed affectionate relationships with staff helping them to feel safe and secure. Children are keen to show and talk about their work and are proud of their achievements. For example, one child contently showed us a paper bracelet they had made saying *“Look at my bracelet, this is how you wrap it around your wrist.”* Children enjoy a social snack time, chatting happily with their friends and staff. Children’s work is on display around the setting, helping them to feel a sense of belonging. Older children told us how they enjoyed attending the setting.

Children play happily alongside each other and interact well. They are developing close friendships and are sensitive to the needs of others. For example, we observed a child losing a ball after throwing it over the fence and another child helping them to find it, showing kindness. Most children cooperate and share happily. For example, we observed two older children working together to put pieces of a train track together. They are learning to manage their behaviour appropriately and respond well to praise and encouragement provided by staff.

Children enjoy their play and concentrate on activities for an appropriate amount of time. They sometimes play alone or with others. For example, we saw one child happily absorbed in independent play, pouring drinks in the home corner, and feeding a baby doll in the highchair. Other children prefer to play in the outdoor area, playing hopscotch with friends or building sandcastles whilst pretending they are at the beach. One child said with a big smile *“Look what I have”* as they emptied their sandcastle from a tin.

Children are developing their self-help skills successfully. During snack time they wash their own hands, chop their own fruit, and pour their own drinks, with staff offering support where needed. All children help to tidy up and we heard children shout *“It’s tidy up time”* as they help to put resources away. Children ask for help with confidence when they need it. For example, a child asked a member of staff for help to put their coat on when they went outside to play.

## Care and Development

Good

Staff have a good understanding of how to keep children safe and healthy. There is a thorough safeguarding policy in place and staff are confident in recognising signs and symptoms of abuse, harm, or neglect. However, we noted that not all staff have obtained recent safeguarding training which is essential to ensure that both children and adults' welfare is promoted. Staff keep effective records relating to accidents and incidents which are signed by parents. These are monitored and evaluated regularly to identify any emerging trends and eliminate any possible risks. There are beneficial systems in place to record the safe administration of medication and staff ensure parents are informed. Most staff hold paediatric first aid training, enabling them to deal with minor accidents confidently. Staff promote healthy eating and offer a range of healthy snacks following clear and agreed procedures to manage any food allergies or individual dietary requirements. All staff hold relevant food hygiene training and follow correct cleaning procedures as part of the infection control process to help keep children healthy and safe.

Staff interact in a kind and caring manner with children. They are responsive and nurturing, which means children approach them with ease. They act as good role models treating children and each other with dignity and respect. There is a comprehensive behaviour management policy in place which has been updated since the previous inspection to include more information for parents about the strategies used to manage children's behaviour. Staff implement the policy well, using lots of positive language and praise, which enhances children's well-being. We heard *"Well done"*, *Thank you very much* and *"That's so kind of you"* often. Manners are always encouraged.

Promotion of children's play and learning is suitable through use of a key worker system. Staff use one-page profiles which are regularly updated to gain a clear understanding of children's individual needs, likes and dislikes. They encourage children to be independent and support their learning through child-led activities and facilitate by asking relevant questions and supporting creative imagination and imaginary play. For example, we observed a staff member going to get shells for children who were pretending to play at the beach to extend their learning. However, we noted that staff are not consistent in their approach to children's development, particularly in relation to assessment and planning. Staff do not conduct formal observations of children's play to identify next steps in learning. This would ensure that staff can tailor their planning and identify direction for further learning to ensure best outcomes for children. For children requiring additional support, staff are proactive in their approach, working well with other agencies to meet children's needs. Staff promote the Welsh language often, using simple phrases and words with children.

## Environment

**Adequate**

Managers and staff who work at the service ensure that the environment is clean, safe, and secure. CCTV is always in operation for safety measures. Staff monitor the settings secure entry system and keep a log of any visitors attending. There are daily visual checks and risk assessments completed routinely to support the safe, smooth and effective running of the setting. Regular fire evacuation drills are undertaken with the children ensuring that everyone is aware of how to leave the building safely. Most routine maintenance checks for the building are undertaken, however, it was identified during inspection that the annual gas safety check was out of date. This was resolved immediately upon bringing it to the attention of the responsible individual. Insurance certificates are up to date including the public liability insurance and registration with the Information Commissioner's Office.

The environment is well maintained and provides a welcoming, child friendly space. Children's activities are set out in one main room with an adjoining sensory room, which has recently been added. The indoor environment is organised into well-resourced learning areas that promote children's curiosity and imagination. Furniture is of suitable size and design for the age of the children which supports independence. They have access to a stimulating outside area, which enhances learning, play opportunities, and helps to develop their physical skills. Staff told us how they have recently purchased further resources relating to children's interests such as a new reading shelter and a water tray. There are a suitable number of children's toilets located at the end of the corridor. Bathrooms are well stocked with toilet roll, soap, and paper towels to support children's independence and promote an infection free environment.

There is a wide range of good quality resources available to suit the age of the children. Children access the resources freely because they are stored at low level, which promotes independence. For example, indoors children enjoy having access to construction blocks, a music corner with a good selection of instruments and a role-play home corner with fancy dress clothes from a variety of cultures. In the outdoor area, children enjoy using a variety of physical equipment such as ride-on toys, balls, hula hoops, balancing beams, and stepping-stones. There are also areas where the children can relax, for example picnic benches and reading shelters. Outside, a large greenhouse provides children with planting activities. Staff members told us how they have recently planted a variety of vegetables such as carrots, sweetcorn, potatoes, and peas. Multi-cultural resources are available encouraging children to understand and develop an awareness of cultures and customs beyond their own lived experience. Staff monitor resources to ensure they are of good quality and relevant to children's learning.

## Leadership and Management

Adequate

Overall, the leadership and management of the setting is satisfactory. The statement of purpose provides parents with detailed information on how the setting runs. Suitable policies and procedures are in place which are reviewed regularly, however; we noted that there was no policy or risk assessment for the transportation of children. Prompt action was taken to prepare and implement a risk assessment to ensure that any potential hazards are evaluated to minimise health and safety risks. Managers ensure that children's registers are used daily however we noted that the times that children arrive and leave the setting are not recorded accurately. This is an area for improvement, and we expect the provider to take action. There are appropriate record keeping systems in relation to contracts and managers obtain relevant information about children as part of the admission process. They seek parent permission, for example, for emergency medical treatments and parents receive key information about the setting prior to their child starting.

Managers plan appropriately for improvement. There are systems in place to monitor the quality-of-care provided and an annual report is completed. Although the views of some contributors are sought, the report does not clearly show how the views of staff, parents and children feed into the development of the service. This is an area for improvement, and we expect the provider to take action in order to improve outcomes for children.

Overall, the responsible individual manages her team well. She conducts appropriate checks to ensure staff are suitable to work with children before they take up their post. There are enough qualified and experienced staff to make sure children are always well cared for and staff told us they feel supported by management and enjoy their work. The responsible individual undertakes annual appraisals with all staff and records the meetings appropriately. However, staff do not receive individual supervision meetings on a regular basis. This would allow staff time to reflect on their strengths, any concerns and support their professional development more often. In addition to this, formal staff meetings are not routinely held and should be re-introduced following the Covid-19 pandemic. This would ensure that staff are kept up to date on relevant information and discuss any issues relating to the running of the setting.

Partnerships with parents and outside agencies are positive. Communication with parents is effective and staff share information daily via verbal feedback and a digital seesaw app. Parents reported a good level of satisfaction with the setting and the care their children receive. Comments from parents included *"I have had lots of support for my child's social interaction and speech and language which has been very helpful"* and *"Everybody is lovely, and staff know the children well"*. There are links with key professionals and agencies to ensure appropriate support is available for children.





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

- R1. Ensure safeguarding training for all staff is completed.
- R2. Strengthen arrangements for planning, learning and assessment and ensure all staff are clear on procedures.
- R3. Keep sufficient oversight of when building maintenance checks are required and ensure they are completed in a timely manner.
- R4. Ensure staff are familiar with the new transport risk assessment procedures.
- R5. Re-introduce more formal staff meetings and conduct routine supervisions.

### 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
30	Children's registers are not completed correctly to reflect the correct hours of attendance. Strengthen procedures for the completion of children's registers to ensure that times in and out are recorded	New

	accurately.	
16	The responsible individual (RI) had failed to ensure that the annual quality of care report clearly shows how the views of staff, parents and children feed into the development of the service. Ensure that clear views and feedback from parents, staff and children are included within the quality of care report and link to improvements made or actions taken to improve outcomes for children.	New

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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