



Inspection Report

Merllyn Childcare

**Merllyn Cp School
Foel Gron
Bagillt
CH6 6BB**



Date Inspection Completed

27/05/2022

Welsh Government © Crown copyright 2022.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Merllyn Childcare

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Merllyn Childcare
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert Post Registration
Is this a Flying Start service?	Manual Insert No
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.

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

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

Summary

Children are happy and settled. They make choices and decisions about how they spend their time. Children have some opportunities to be independent by freely accessing resources. They enjoy their experiences as they can follow their interests.

Staff generally implement effective policies and procedures that keep children safe and promote a healthy lifestyle. They interact well with the children and have a warm and caring manner. Staff plan some suitable activities and provide opportunities to support children's learning and development.

The environment is child friendly and welcoming. The space provides good opportunities for children to play indoors or outside. It is generally resourced well with suitable activities for children to support their learning and development.

People who run the setting manage it appropriately. They make some improvements and staff are managed appropriately. However, they need to ensure they are meeting regulations, so they are compliant. Good relationships are developed with the school and parents, and these benefit the children and the care they receive.

Children have a voice and happily communicate with others. They are confident to speak with staff. They share their thoughts, ideas, and requests as they know they will be listened and responded to appropriately and with interest. Children move around the environment freely, accessing resources they want and areas where they want to play. They make decisions about how they spend their time and can follow their own routines, which helps to ensure their needs are met. For example, a child felt relaxed and had the time and space to sleep when they were tired.

Children are settled and happy. Those arriving from school were keen to join their friends and become involved in the activities taking place. They quickly sat with the others to sing songs and have a story. Children know the routines, allowing them to feel relaxed as they are aware of what is happening and what will happen next. For example, they knew to wash their hands before lunch and then find their seat at the table.

Most children interact well. They learn to follow rules and the familiar routines. For example, Children helped to tidy up when asked to do so by staff before lunch time. Most children are polite and well mannered. We heard children saying please and thank you when asking for something. Most children respect the needs of others and use the resources appropriately. They understand they must share the space. For example, a child was aware of others playing outside when they were on the balance bike.

Nearly all children actively become involved in an activity or task they have freely chosen. They are eager to share what they are doing with others, approaching staff and us to share their experiences and invite others into their play. For example, children were pretending to bring us food they had cooked in the home corner. Children show enjoyment as they play. For example, laughing and smiling as they went faster on the see saw when playing outside.

Children have some opportunities to develop their independence. They can freely move around, choosing from the range of resources available. Children who are able to access the toilet facilities and wash their hands independently. Children had some opportunities to try things themselves before having support from staff if needed. They were encouraged to feed themselves and access their belongings.

Care and Development

Good

Staff are clear about their role in keeping children safe and follow the settings effective policies and procedures. Staff understand the procedure they should follow if they have concerns about a child and have up to date safeguarding training. Fire drills are conducted regularly so staff and children are aware of the procedure to follow should they need to evacuate the premises. Registers of children's and staff attendance is kept. However, it is not clear and easy to see which staff are caring for which children during the different sessions. Staff keep appropriate records of any existing injuries the children have and record accidents and incidents appropriately. However, there is no written evidence to show these are shared with parents.

Staff implement some routines to help promote a healthy lifestyle. They provide some access to outdoors so children can be active and get fresh air. However, this is not always consistent, and children do not have a free choice as to when they go out. Drinks are available throughout the sessions so children can remain hydrated. However, staff were offering squash rather than the recommended milk or water.

Staff have a warm and caring manner with the children. They treat them fairly and with respect. The management of behaviour is good, and the strategies used by staff are consistent. For example, staff used distraction and communication well to support children and stopping issues from escalating. Staff interact appropriately with children, showing interest in the activities the children have chosen to do and making their experiences sociable. For example, staff sit and have lunch with the children, which teaches them good manners and allows time for conversations and sharing interests.

Staff are knowledgeable about child development and consider the individual needs of the children in their care. They plan some suitable activities that support children's learning and development. For example, children thoroughly enjoyed seeing and touching the range of creatures a member of staff had brought in from home. These included a snake and stick insects. Activities are generally suitable for the ages and stages of development of the children. However, sometimes they are not set at a suitable pace or organised in the most appropriate way to ensure children remain engaged and interested. This results in children sometimes sitting for long periods of time and losing their concentration.

Environment

Good

People who run the setting ensure risks are managed well and they conduct regular assessments to ensure hazards are managed effectively or eliminated where possible. The environment is kept well maintained and daily checks are completed to ensure no new hazards have arisen. The environment is secure with controlled access through the main school entrance. Outside is surrounded by secure fencing and any gates are kept locked. People who run the setting ensure visitors are recorded so this information can be referred to if needed.

The environment consists of a purpose-built room that is light, bright and child friendly. It is decorated in calming colours and the displaying of some children's work helps them to have a sense of pride and belonging. The environment is a self-contained space which has suitable facilities available within the room, so they do not have to share with the school. For example, small kitchen area and child friendly toilets. The outdoor area is accessible through a door from the main room. It provides a suitable and safe space for children to be active and get fresh air. There is a sheltered area available and space for children to ride scooters and trikes on a yard or play other games on the artificial grass.

The environment is equipped with suitable resources that are appropriate for the ages and stages of development of the children. However, there was no free access to many natural resources such as sand and water and the availability of creative resources such as paint was also limited. Equipment outdoors provided children with some opportunities to be physically active and promote learning and cooperation. For example, children were seen having a lot of fun following each other on the ride on toys.

Leadership and Management

Good

People who run the setting ensure the statement of purpose reflects current practice and contains all the required information needed for parents so they can decide if it is the right care for them and their children. Policies and procedures are kept up to date and embedded in practice. The setting has a good support network with a committee who are knowledgeable and committed. Some of the committee play an active role in the day to day running and have a good understanding of the setting and the care provided. This helps to ensure the setting runs smoothly and children are cared for appropriately. People who run the setting ensure paperwork such as children's records, insurances, and consent forms for outings and regular activities are kept up to date.

People who run the setting make some improvements to the setting. They have purchased new resources and made changes to the outdoor area, which includes the development of a sheltered area. However, the views of parents and children had not been collected and no self-assessment or quality of care report of the setting had been completed for a couple of years.

People who run the setting manage staff relatively well. Those we spoke with said they enjoyed working there and felt supported. They said they would feel confident to approach management if they need support. However, staff and people who run the setting confirmed they do not conduct regular supervisions or appraisals, which would allow information to be shared and individual training and targets for staff to be identified. People who run the setting ensure children are supervised well by suitably qualified and trained staff.

People who run the setting have a good relationship with the school. This supports children when they transition as they are familiar with the environment they will be going in to and some of the teachers. As the setting operates from the school grounds it is sometimes possible to share the environment and good practices which support the children's learning and experiences. Good relationships are developed with parents and the app used ensures parents are kept up to date on their child's development and experiences. We saw and heard lots of conversations and information being shared when parents came to collect their child.

Recommendations to meet with the National Minimum Standards

R1; Ensure registers clearly show which staff are caring for which children during the different sessions.

R2; Ensure parents sign the accident and incident forms to evidence they have been informed.

R3; Provide more free choice opportunities for children to access the outdoors.

R4; Only provide children with milk or water to drink.

R5; Provide more free access to creative and natural resources such as sand, water and paint.

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
16	The Responsible Individual is not compliant with regulation 16 (1) The responsible individual must make suitable arrangements to establish and maintain a system for monitoring, reviewing and improving the quality of care given to children. The	New

	<p>Responsible Individual is not compliant with regulation 16 (2) (a) (b) (i) (ii) (iii) (iv) The responsible individual must make suitable arrangements to establish and maintain a system for monitoring, reviewing and improving the quality of care given to children. The system established under paragraph (1) must make provision for - (a) the quality of care to be reviewed at least annually; and (b) the registered person to obtain the views of- (i) relevant children; (ii) the parents of relevant children; (iii) a local authority arranging for child minding or day care for a relevant child; and (iv) persons employed to look after relevant children, on the quality of care provided, as part of any review undertaken.</p>	
29	<p>The responsible individual is not compliant with regulation 29 (3) (a) (b) The responsible individual must ensure that all employees who look after relevant children - (a) receive appropriate training, supervision and appraisal; and (b) have an opportunity from time to time to obtain further qualifications appropriate to the work they perform.</p>	New

Ratings	What the ratings mean
Excellent	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.
Good	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.
Adequate	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.
Poor	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.

Date Published 04/07/2022