



Childcare Inspection Report on

Cylch Meithrin Summerhill

**Summerhill Institute
New Road
Summerhill
LL11 4TY**



Date Inspection Completed

05/06/2019

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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

Description of the service

Cylch Meithrin Summerhill is registered to care for a maximum of 19 children. The service operates from a village hall in Summerhill, near Wrexham and is open on Mondays, Wednesdays, Thursdays and Fridays from 9.00am to 15.00pm and Tuesday afternoons 12.00pm – 15.00pm during term time. Within these times there are various groups such as the Flying Start and Early Years Entitlement offering free child care for those who qualify. The service is also inspected by Estyn. The registered persons are Rhiannon Fradsham and Suzanne Samuel who are also the persons in charge. The language of the service is Welsh and they provide the Welsh language Active Offer.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

Children have fun at this service and they have a strong voice. They are listened to and make choices confidently. They are cared for by experienced and capable practitioners who provide interesting activities for them. The environment is child friendly, safe and well set out with plenty of toys and equipment to develop skills effectively. Leaders have a clear vision of the service and this ensures a good level of care for children by a committed team of practitioners. There are successful partnerships with parents, local schools and child care professionals.

2. Improvements

Since the previous inspection;

- Children go outside daily as the outdoor area has been tidied;
- children enjoy improved mathematics and technology areas and
- children have a greater sense of belonging with their work on show and photos of them displayed near their coat pegs.

3. Requirements and recommendations

We made one recommendation in relation to record keeping.

1. Well-being

Good

Summary

Children have a voice, express themselves well and make choices confidently. Children are thriving and flourish because they feel secure, respected and valued. They are successfully beginning to learn valuable social skills. Children are active and curious learners and enjoy a variety of experiences. Children are learning many skills through play and as a result are developing well and becoming independent.

Our findings

Children were listened to and their choices respected. Children chose where to play and were supported and guided by practitioners according to their individual needs. Many areas and activities were set out for children and inside there were additional toys stored at the children's height for them to help themselves. Records showed that children's views are discussed when planning activities and agreeing themes. Confident children spoke to us about their family and friends.

Children felt safe, happy and valued. Children coped well with separation from their parents. They were happy to explore their surroundings and related well to the practitioners and gave them cuddles. Children had bonds of affection with the practitioners and shared openly with practitioners about positive and negative aspects of their day. They knew the routine, for example that they would sing before having a snack, giving them a sense of security.

Children interacted well with each other and the practitioners. They played alongside each other happily and co-operated with practitioners when asked to tidy toys and some were fastidious in tidying. They knew who their friends were and delighted in telling us.

Children were active and curious learners and enjoyed a variety of experiences. They were engaged and motivated in their play and learning. We observed much imaginative play in the home corner, as children were talking with each other and also whilst playing on the floor with vehicles and trains. They enjoyed a well told story whilst being able to participate and later had fun playing with scarves of various colours and singing about the rainbow.

Children were learning skills to promote their all round development and independence. They were seen pouring their own drinks during snack time and they cleared away their plates afterwards. Children were learning shapes and colours through playing with shapes and answering questions at circle time. Some children could put their coats on.

2. Care and Development

Good

Summary

Practitioners provide a caring atmosphere and keep children safe and healthy by implementing the service's policies effectively. They manage interactions consistently, being good role models and using positive strategies. Professional and capable practitioners promote children's learning through play, providing stimulating activities and meet children's individual needs.

Our findings

Practitioners understood and implemented policies and procedures for the service. They had completed safeguarding training and contact numbers for the relevant agencies were on display. All practitioners had current first aid qualifications and accident forms showed incidents were dealt with appropriately and parents were informed and signed the records. Healthy snacks of fruit pieces with breadsticks were provided with milk or water to drink and children could have more on request. Practitioners ensured children enjoyed the benefits of playing outside regularly. Dental hygiene is promoted with regular opportunities for children to brush their teeth. Records of regular fire drills and discussions with practitioners evidenced that they and children know how to evacuate the premises safely.

Practitioners managed children's interactions well, helping the children to co-operate and learn social skills. They were good role models and constantly interacted with children happily and sat with them at snack time to chat. Practitioners used positive techniques successfully and praised children often, for example for tidying the toys. Much affectionate encouragement was heard, and children told us that they are often praised. We saw stickers used as rewards for example, for listening well.

Capable practitioners promoted children's learning through providing a rich play environment and they met individual needs as they knew the children well. They provided a nurturing and caring atmosphere and gave responsive care as they knew details about the children, which had been shared by the parents both verbally and in registration forms. Children with additional needs were cared for well with the relevant training accessed, for example Epi Pen training. Practitioners promoted the development of all children by planning and providing a wealth of stimulating play and learning experiences. They effectively promoted the Welsh language as the children understood what was said and used singing Welsh songs to good effect. We saw written planning and observational notes were completed for each child enabling the practitioners to adapt the activities to children's needs. Interesting activities were planned such as learning about Africa, seeing the different clothing and playing with African instruments.

3. Environment

Good

Summary

Leaders provide a clean, secure and safe environment and written risk assessments ensure all practitioners are aware of how to keep children safe. They ensure children are supervised well both inside and outdoors by knowledgeable practitioners. The environment is very suitable being child centred giving the children varied first hand experiences. The quality and variety of the resources are extensive and the practitioners make good use of them to create an interesting and stimulating environment for children.

Our findings

Leaders ensured that the environment was safe and secure and children were supervised well. There was a safe, locked entrance, and a record was kept of all visitors. All areas inside and outside were hazard free and there were comprehensive written risk assessments, including separate ones for outings to the park nearby. These documents were dated recently and all practitioners knew what the risks were and how to manage them.

Leaders provided a child friendly, and stimulating environment for children. The service uses a community hall and has sole use of the rooms. Areas of play and learning were set out in line with foundation phase principles and resources were stored at child height for children to access easily. Indoors sturdy, wooden child sized chairs and tables were used as well as furniture for early years provision. There were small toilets and basins enabling the children to use them independently and a small kitchen where practitioners could prepare snacks. Outside we saw a small area with ride on toys, a playhouse and space to grow plants.

Leaders had ensured children had access to a wide range of good quality, stimulating play and learning resources. Activities and toys were available in sufficient quantity to ensure children had an interesting choice. We saw a variety of materials used to create collages and creative works such as paper, ribbons and feathers. All toys and games were clean, in good order and stored in labelled boxes at child height. Practitioners told us that toys are cleaned every half term but there were no records kept. Equipment and furniture was suited to the ages of children attending, such as a discovery table. Leaders had provided books and toys to display the wider society and promote equality. Multi cultural events were planned for and celebrated and sustainable materials were used as we observed paper plate craft on display and a box of junk for modelling. There were also new technology items and recycling boxes.

4. Leadership and Management

Good

Summary

Leaders are experienced, knowledgeable, forward looking and strive to provide a quality service. Self evaluation is effective and improvements are made considering all involved. Practitioners are managed well and leaders ensure they have sufficient on going training, support and resources. Partnerships with parents and others are effective for the benefit of the children and their families.

Our findings

Leaders have a sense of purpose and expectations to promote improvement and good outcomes for children. For example, we observed a happy, competent and well supported workforce and an up to date statement of purpose. We saw consistent practice throughout the service and practitioners worked well as a team. Leaders have always complied with any recommendations made and ensure legal obligations are met such as public liability insurance and they raise funds and successfully apply for grants.

Leaders and practitioners know their service well and promote a positive culture of continuous self-evaluation and improvement, which is embedded in daily practice. Activities were regularly reviewed as part of the planning, and children could contribute to the choice of activities and themes. Parents can influence the running of the service by being part of the committee and are given questionnaires annually. The annual self-evaluation contained information about the service including areas of good practice and plans for improvement. Some areas for improvement had already been acted upon, such as improving the outdoor area and improving the numeracy and technology areas.

We observed practitioners had a good knowledge of children enabling them to meet their needs promptly and they had a gentle and kind manner with the children. We also spoke to practitioners who confirmed that they had a good experience during their employment. Training, such as and foundation phase planning, enabled practitioners to improve their practices. Practitioners were well qualified and were booked on courses for mandatory training before certificates expired. Additional training has also been completed, such as early years routines, additional learning needs and positive behaviour management.

Relationships with parents were strong. They were contacted regularly, they spoke to practitioners freely and had an opportunity to feedback their opinions annually in writing using a questionnaire. Parents had the opportunity to discuss their child's progress in open evenings and coffee mornings. There are close links with local schools as teachers visit the service and meet the children in preparation for transition to school. Practitioners told us that child care and medical professionals are helpful and are used for additional training and advice. Regular outings to places of interest and accessing the mobile library also enhance children's experiences and help them to know about the local community.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made one recommendation that a record is kept of when toys and equipment are cleaned. This will assist practitioners with the task and provide reminders.

6. How we undertook this inspection

This was a full, unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 05 June 2019 from 09.25 – 12.20.

We:

- Inspected a sample of documents, including the statement of purpose and the most recent self evaluation record;
- observed practices and completed observations to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children and three practitioners;
- inspected the areas used and
- reported our findings to the registered persons.

Further information about what we do can be found on our website:

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Full Day Care
Registered Persons	Rhiannon Fradsham Suzzane Samuel
Person in charge	Rhiannon Fradsham
Registered maximum number of places	19
Age range of children	2 – 4 years
Opening hours	09.00 – 15.00 Monday, Wednesday, Thursday and Friday and Tuesday 12.30 – 15.00 during school term time
Operating Language of the service	Both Welsh and English
Date of previous Care Inspectorate Wales inspection	03 April 2017
Dates of this inspection visit(s)	05 June 2019
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	Yes This service provides an 'Active Offer' of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Additional Information: This service was inspected by Estyn 14 June 2018	

Date Published 29/07/2019

No noncompliance records found in Open status.