



# Childcare Inspection Report on

**Cylch yn yr Ysgol**

**Builth Wells CP School  
Hospital Road  
Builth Wells  
LD2 3GA**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date of Publication**

**Monday, 10 September 2018**

**Welsh Government © Crown copyright 2018.**

*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](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

## **Description of the service**

Cylch yn yr Ysgol provides sessional day care for a maximum of 24 children, 2-4 years old. The service operates from Builth Wells Primary School and the care is provided bilingually although English is the predominant language used. Gareth Cornelius, Hannah Jones and Karen Probert are the Responsible Individuals for the Cylch and Estelle Wilcocks and Catherine Evans are the persons in charge.

## **Summary of our findings**

### **1. Overall assessment**

Children are settled and enjoy attending this Cylch. They particularly enjoy their free play and staff generally support children to develop their own play. Staff care for the children in a kind and nurturing manner. Leadership is generally good. We made recommendations relating to the leadership and management, and care and development themes.

### **2. Improvements**

Since registration, leaders, staff and the committee have made many additional improvements. They include;

- New noticeboards providing information for parents in the foyer;
- fire alarms fitted in the room as it was identified during a fire drill that it wasn't possible to hear the alarm from the room and
- new filing cabinet to ensure correct storage of confidential files, as lock failed on old filing cabinet.

During the inspection, leaders forwarded a copy of an updated Statement of Purpose and their first Quality of Care report.

### **3. Requirements and recommendations**

We recommended that leaders:

- formally inform CIW of all events relating to children's wellbeing;
- further develop the role of the daily helper;
- further develop the planning aspect;
- update the operational plan;
- ensure that staff further encourage children to say please and thank you;
- further develop behaviour management strategies and
- provide more evidence in the profiles to support staff observations.

# **1. Well-being**

## **Summary**

Children have choice and are able to make decisions. Children are relaxed, settled and happy to attend and they enjoy their play. Many children have developed strong bonds with others. In the main, we saw children learning how to behave and share but we saw a few children experiencing difficulties within social situations.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children were able to freely explore the indoor and outdoor areas and decided for themselves what they wanted to play with during free play.

Children chose what they wanted to play with during free play and were able to flow freely between the indoors and outdoors. We saw children choosing to play in various areas outdoors for example, in the activity area, mud kitchen, water and sand area, construction area and on the trikes. Indoors, children explored the craft area, reading area, creative area and construction area. Children had a choice of fruit at snack time and when children wanted more they were able to have more. At snack time, children discussed various fruits with staff and one child politely asked for fresh peas and as she opened the shell, she said "*I love fresh peas*". A child that usually drank milk said '*Ga i ddŵr?*' (Can I have water?) and was then able to have the water as requested and drank happily. Children had a fair voice in the planning and we were told that they contributed their ideas verbally. Children chose which songs to sing during circle time.

Children have an appropriate voice.

### **1.2 To what extent do children feel safe, happy and valued?**

Children are settled and cope with separation from their parents. They are perfectly content in their play.

Children were content and relaxed as they explored the various areas and showed enjoyment and interest in the toys and resources. Children were very settled within the environment and were comfortable to approach staff. Children thoroughly enjoyed exploring the activity frame and the den beneath and confidently climbed down the rope; we heard shrieks of excitements coming from the area on several occasions. A child showed great concentration transporting water from the water tub over to the mud kitchen and smiled proudly when he was praised for his efforts. There was plenty of space for children to explore and we saw them happily enjoying moving from one area to another as they pleased. Children were happy to try pomegranate and many enjoyed it. Children were very familiar with routine, for example, after snack they put their plates in the sink without being prompted.

Children feel very safe, happy and valued

### **1.3 How well do children interact?**

Children are learning to manage their behaviour and many behave in a socially accepted manner.

Overall, most children were well behaved and polite to one another and staff. On occasions, staff had to remind some children of their boundaries as they were so enthusiastic and involved in their play. For example, at the end of the session two children tapped bags and one threw an empty plastic box. Some children had to be reminded on a few occasions of the need to take care and of the risks of hurting others and they listened to the advice. In the main, children interacted well outdoors and socialised easily as they moved from one area to another. There were plenty of resources and activities available to them outdoors and they engaged well with each other. Children confidently approached staff and visitors to ask questions or to chat. Children spoke enthusiastically about singing on the stage as part of a pasiant in the recent Urdd Eisteddfod held in the town. One child started singing a tidying up song, unprompted and started tidying up and others followed. During circle time, a minority of children had difficulties to settle and although staff made good attempts to manage behaviour it wasn't always effective. A small minority of children displayed good manners without being prompted, for example, on one occasion a child asked for apple, '*Ga i afal os gwelwch yn dda?*' (Can I have an apple please?). Children were very familiar with the songs and actions, and sang with enthusiasm.

Most children interact appropriately with others.

### **1.4 To what extent do children enjoy their play and learning?**

Children engage in play-based activities and were interested in their free play, although some get restless during adult led group activities.

Most children were engaged and interested in the toys and resources available to them. Children sustained interest in the free play of their choice indoors and outdoors. Examples included children being engaged in imaginative play in the mud kitchen, others enjoyed playing with vehicles, playing in the activity area and playing with water and construction toys. During whole group singing activities, some children showed enjoyment and enthusiasm by singing whilst some were restless.

Children generally enjoy their play and learning.

### **1.5 How well do children develop, learn and become independent?**

Children are making good progress and are confident to try new activities.

Children had effectively learnt simple language patterns from staff and these were reaffirmed on the wall posters. Children asked '*Ga i laeth?*' '*Ga i ddwr?*' '*Ga i ffres peas?*' Children were able to open fresh peas independently. One child decided to create a picture in the craft area and was able to locate all the resources needed to colour a picture and

also the child also glued wool as hair. Children generally spoke English but spoke basic Welsh with staff interaction. Children enjoyed a variety of planned activities, which included making Santes Dwynwen toasts and cooking Chinese new year cakes. Children had plenty of opportunities to practise writing their name and we also saw children practising their pincer grips putting pegs on a line. During the afternoon session, we saw a child handing the plates out during snack time and all children diligently put their waste in the bin during morning and afternoon sessions. Children practised doing things independently such as putting on their shoes and washing their hands by themselves.

Children are developing well and in the main their independence is promoted.

## **2. Care and Development**

### **Summary**

Staff are caring and treat children kindly. Staff have the skills and knowledge to keep children safe and healthy. They implement the Cylch's policies appropriately and generally follow agreed procedures to keep children safe and healthy.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff complete relevant training and follow policies and procedures to keep children safe and healthy.

All staff had completed child protection and first aid training and we saw a sample of these certificates in staff files. There was also a comprehensive child protection policy in place with definitions of abuse. Staff showed clear understanding of the procedures to follow should there be a concern about a child. Some staff had also completed training in relation to the prevent duty. We viewed the accident and incident files, which were completed correctly and signed by staff and parents/carers. Staff ensured that children washed their hands after using the toilet and before eating and staff ensured that they wiped all tables with anti bacterial spray before children sat for snack. Staff asked parents to provide fruit on a daily basis and all fruit was shared between all children enabling children to try a variety of fruit and we saw children having a wide selection including fresh peas, pomegranate and apples. During our visit, we saw staff were proactive in ensuring the environment was safe for children and also ensured that children drank enough during the session on what was an incredibly warm day.

Staff are efficient at keeping children safe and healthy.

#### **2.2 How well do practitioners manage interactions?**

Staff are positive and attentive but on some occasions behaviour management is inconsistent.

There was a clear behaviour policy in place for the service and we observed staff following this in the main, for example, staff praised children for positive behaviour; they gently encouraged children to behave appropriately; and they dealt calmly and appropriately with minor disputes. We heard a staff praise a child for the use of Welsh 'Ti'n dda yn siarad Cymraeg' ('you're good at speaking Welsh'). A member of staff gave gentle and positive encouragement to a child during an outdoor mark marking session, 'Mae'n wych iawn, da iawn ti' ('That's excellent, well done you'). On another occasion, staff intervened when a child repeatedly misbehaved appropriately, reminding the child to use gentle hands and the child then apologised and said 'sorry'. However, explanatory messages to discourage

repeated behaviour weren't conveyed on that occasion. During circle time, a member of staff asked a child who was not listening to sit next to her and a child who was waiting attentively was able to choose a song.

Staff generally manage interactions well.

### **2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?**

Staff know the children in their care very well. They meet their needs and are aware of children's preferences. They plan developmentally appropriate activities to extend children's learning.

Staff encouraged the children to self register and most children were able to identify their names. Staff encouraged the children to have free play activities upon their arrival so that they had time to settle in. During snack time, staff asked children to name the different fruits on offer and they did so successfully. Children placed their waste in the bin after snack. However, there were missed opportunities during snack time with regards to further developing children's independence skills. Staff provided opportunities to count numbered stones and recognise colours in Welsh and recorded their achievements. Staff also used Numicons to develop children's mathematical understanding and had also attended a course. During a circle time, children used laminated cards to identify songs and to choose a song of their choice. Staff recorded observations of children's skills and used the information to feed into the weekly planning. Staff also completed the foundation phase profile for each child and had attached some evidence of children's work. Parents confirmed that the staff had contributed to their child's development and how well settled their children were.

Staff promote children's play learning and development



### **3. Environment**

#### **Summary**

Leaders ensure that the environment is safe and secure. Resources are of a good quality, well maintained and easily accessible. They are suitable for the age range of the children and promote their stages of development.

#### **Our findings**

##### **3.1 How well do leaders ensure the safety of the environment?**

Children are cared for in a safe, clean and secure environment. Leaders identify and, so far as is possible, eliminate risks to children's safety.

The main door to the school entrance was kept locked at all times and visitors had to sign a visitors' book before gaining entry. Once in the Cylch, we also signed in on their visitors' book. The outdoor play area was very secure. We saw that basic risk assessments were completed and identified possible risks. We also saw that there was an accident book in place and staff regularly completed the relevant form and parents signed when they collected their child. Leaders had ensured that a sun sail had been erected to protect children from the sun. They had also purchased wooden benches to create a suitable area to hold circle time outdoors and had secured the benches to the ground. Staff followed good hygiene practices with regards to food preparation and had been given a 5 rating by the Food Standards Agency. The Cylch held regular fire drills at the same time as the school and kept their own records.

Leaders ensure the safety of the environment well.

##### **3.2 How well do leaders ensure the suitability of the environment?**

Leaders have worked diligently to ensure that the environment is child friendly and colourful and welcoming and provides many opportunities for children to develop their skills. The outdoor environment has been developed.

Leaders had created a colourful, child friendly environment and had provided designated areas for children's learning, such as a reading area, role-play area and a construction/small world play area. The Cylch was furnished, throughout, with child sized furniture that enabled children to access toys and equipment and carry out tasks independently. The cloak area was welcoming and provided parents with important information. Some of the children's work was displayed throughout the nursery, giving children a feeling of ownership. There was an outdoor area accessible directly from the indoor play area and on the day of the inspection, leaders gave children free flow opportunities to enjoy the outdoor area. The outdoor areas had stimulating play areas such as a mud kitchen, construction area with Welsh signage, water play area and a climbing

play structure. Leaders provided an environment that encouraged children's independence because children could move around freely, toys were stored at a low level and in transparent boxes, toilets and hand wash basins were a suitable size and coat pegs with children's names and pictures were at children's level.

The environment is very suitable.

### **3.3 How well do leaders ensure the quality of resources and equipment?**

Leaders ensure that children have access to furniture, equipment, toys and materials that are appropriate and suitable to their needs. Resources are clean and of good quality.

Leaders had ensured that children had access to a range of resources and equipment of good quality and suitable for their interests and developmental needs. Children had a large variety of resources available to them including craft work, books, jigsaws, construction toys, cars and role play. There was a step available in the toilet area, as well as a potty, should they be needed. There were various resources to promote cultural awareness.

Leaders provide good quality resources and equipment that are well maintained.

## **4. Leadership and Management**

### **Summary**

Leaders work well together to provide an effective service. There are systems in place for staff to receive appropriate training and supervision. Leaders have established good working partnerships with parents, with an umbrella organisation and with the school.

### **Our findings**

#### **4.1 How effective is leadership?**

Leaders have clear policies and procedures in place and they are regularly reviewed.

Leaders had written a detailed statement of purpose and operational plan, however slight amendments were needed as there had been a change in one of the Responsible Individuals. We received an updated version of the statement of purpose during the inspection process. We viewed a range of policies and found that these were suitable, regularly reviewed and had been shared with staff. There was valid public liability in place. Leaders regularly informed staff of any changes. However, leaders had not notified CIW a notifiable event relating to the welfare of children. Leaders had a detailed child protection policy in place and staff were very clear about the procedures to follow in the event of them having a concern about a child. Staff had also undertaken 'Prevent duty' training.

Leadership is good at this service.

#### **4.2 How effective is self evaluation and planning for improvement?**

The leader is pro-active and creates a reflective culture of ongoing review and improvement, involving staff, parents and children.

Leaders were continually looking to improve their service. Since registration, leaders had worked diligently to further improve the environment to ensure that children were stimulated. Effective displays and learning corners ensured that the environment was welcoming, colourful and purposeful. Leaders looked at ways of preparing the process towards the quality of care review and during the inspection process, we received a copy of their first quality of care report. The service was able to access advice from the school's early years lead and this had benefited the service.

Self evaluation and planning for improvement is developing.

#### **4.3 How effective is the management of practitioners, staff and other resources?**

Leaders operate a system of regular staff appraisals, supervisions and meetings.

Leaders ensured that they adhered to the relevant staff to child ratio. We saw detailed records of staff supervision meetings and staff observations and found that these were

conducted regularly with all staff. Staff confirmed that they attended regular team meetings. There was evidence in staff files evidencing the staff induction process, which included familiarisation with the school environment and with the service's policies and procedures. Staff had regular opportunities to receive further training in order to further develop their practice and included ELKLAN and Salley training, digital competency, Numicon, circus skills, learning journals, tennis for pre-school and planning and challenge.

Management of staff and other resources is good.

#### **4.4 How effective are partnerships?**

Leaders involve parents in the service and there is a small but strong team of leaders and volunteers who dedicate their time for the benefit of the children attending the service. They have strong links with the school.

Leaders had obtained detailed information about the children's needs and preferences when they started at the service. Staff were available daily to talk to parents when they brought their children in and collected them. Leaders kept parents informed via regular newsletters, social media and information on notice boards. We checked a sample of children's records and found that the leaders had agreed a contract with parents and sought parents' consent for specific aspects of the children's care, such as the taking of photographs, the use of sun cream and off site activities. The service was a member of an umbrella organisation. Also, leaders had invited members of the community into the service during the year to enhance the children's learning and we saw photographic evidence of these visits. The Cylch had contributed to the children's pasiant at the national Urdd Eisteddfod recently held in the town.

Leaders have formed good partnerships.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None. This was a post-registration inspection.

### **5.2 Recommendations for improvement**

We recommended that leaders:

- formally inform CIW of all events relating to children's wellbeing;
- further develop the role of the daily helper;
- further develop the planning aspect;
- update the operational plan;
- ensure that staff further encourage children to say please and thank you;
- further develop behaviour management strategies and
- provide more evidence in the profiles to support staff observations.

## **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 21 June 2018 lasting five and a half hours and gave feedback by telephone on 26 June 2018, lasting an hour.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children and staff; and
- read parents' and staff questionnaires.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Gareth Cornelius Hannah Jones Karen Probert
Person in charge	Catherine Evans Estelle Wilcocks
Registered maximum number of places	24
Age range of children	3-4 years old
Opening hours	9.00am-11.30am 12.30pm-3.00pm During term time only
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	Post-registration
Dates of this inspection visit(s)	21 June 2018
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	This is a service that is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.
Additional Information:	