



Childcare Inspection Report on

Cylch Meithrin Parc Y Bont

**Ysgol Gynradd Parc Y Bont
Llanddaniel Fab
Gaerwen
LL60 6HB**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Cylch Meithrin Parc y Bont is situated within its own dedicated room in the primary school in the village of Llanddaniel, Anglesey. The service also has use of the school hall, outdoor play area and bathroom facilities. The service is registered to care for up to 28 children at any one time. Sessions run from 12:30 p.m. – 3:00 p.m., Monday to Thursday during school term time. The service has three nominated responsible individuals; Iwan Taylor; Clair Doloriert and Martin Kelly-Roberts, and the person in charge of running the service is Sophie Williams. The service implements the 'Active Offer', which means children and parents are able to communicate with staff through the medium of Welsh without having to ask for this.

Summary of our findings

1. Overall assessment

Children are happy, feel comfortable expressing their views and have positive relationships with staff. Staff encourage positive behaviour and are aware of their responsibilities in keeping children safe and healthy, but need to ensure they provide plenty of opportunities for children to be physically active. Resources are of good quality and all areas are welcoming and interesting to children but leaders have not currently properly assessed all the risks and hazards posed to children and how they plan to manage or eliminate these. Good relationships have been formed with parents and external partners, and information is shared effectively. However, leaders need to ensure robust recruitment procedures are in place to ensure the suitability of all staff to work with the children.

2. Improvements

Since our inspection visit we have also been provided with evidence of some of the missing documentation from the staff files. We have received an up to date DBS certificate and one reference.

3. Requirements and recommendations

We have advised leaders that improvements are needed in relation to the information contained on staff files and identification and monitoring hazards to children's safety in order to fully meet the legal requirements. We have not issued non-compliance notices on this occasion as there was no evidence of significant impact or risk to children. We expect leaders to take action to rectify this.

Recommendations have been made in relation to providing opportunities for children to learn independence skills, activity planning and record keeping.

1. Well-being

Summary

Children are happy, settled and feel comfortable expressing their views. They have positive relationships with staff but would benefit from being provided with more opportunities to learn independence skills and take part in adult-led activities.

Our findings

1.1 To what extent do children have a voice?

Children are able to make choices and know they will be listened to by staff.

Children expressed their views and opinions confidently during circle time and were eager to take part. All attempts at communication with the staff were valued and the children were confident they would be listened to by the staff. For example, a group of children asked for a colouring activity. A staff member promptly helped to fetch the colouring pens and some paper. As quite a few of the children were eager to join in, the staff member proceeded to give them little tasks and challenges to complete. Children could move freely between the activities available as they wished and were confident to do so.

Children have sufficient opportunities to express their views and make choices.

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

Children are happy, comfortable and confident. They have formed bonds of affection with staff who know them well.

Children were happy and comfortable in their surroundings. Children were familiar with the activities available and the daily routine and had formed bonds of affection with staff. For example, they knew the circle time songs well and were eager to join in and copy the actions. One child approached a staff member during circle time and asked for a hug, which was promptly provided. Children knew they could approach staff for help or reassurance when they needed it. For example, one child was a little unsettled and said they had a tummy ache. They approached a member of staff who promptly provided comfort and reassurance to the child. Children were confident to approach us and show us the pictures they had drawn, showing they felt secure in their surroundings. Children felt valued and had a sense of pride as their achievements were celebrated. For example, one child gave a big smile when a staff member praised them and told them how wonderful their drawing was.

Children are settled, content and cope well with separation from their parents.

1.3 How well do children interact?

Children are beginning to form friendships and learning to cooperate with each other.

Children were happy to take turns, share resources and enjoyed doing things together. They enjoyed playing with their friends and were eager to involve each other in activities. We saw two children chatting together while they played with the small dinosaur figures.

They chatted about the toys they had at home and which dinosaurs they liked best. Two other children worked together to build a tower with the construction materials. They chatted together and instructed each other on where to put the blocks and took turns to 'hammer' the blocks with their tools.

Children cooperate well and enjoy each other's company.

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

Children are able to explore their environment freely and safely.

Children enjoyed using the various learning areas in the room and were able to move freely between these as they wished. Many of the children enjoyed playing in the role play area and pretended to make cups of tea and prepare food for each other. Another group of children spent a lengthy period working together to build a train track. They were completely engrossed in the activity and chatted together about which way their track should go before rolling their trains along the track when they had finished.

Children were attentive during the time they spent in small groups with a staff member. For example, they concentrated and followed instructions well during an impromptu adult led colouring activity. Children were also eager to take part in the actions during story time and circle time. No other structured activities were available on the day of our visit, and children were engaging in extended periods of 'free play'. The person in charge informed us that focused activities were only planned on certain days and that on the other days children were given opportunities for free play. The school hall was not available for use on the day of our visit and children spent the entire session in one room. They quickly became bored and were frequently asking to leave the room to go to the toilet, which is located in another area of the school. This caused disruption to the rest of the group as only one member of staff remained in the playroom. We spoke with the person in charge about this, who stated she thought this was often so the children could spend time exploring other areas. Offering increased opportunities for children to explore different areas, such as the outdoor play area, and providing more opportunities for children to engage in guided activities which are fun and interesting would help them to develop their concentration skills and help them to maintain focus on tasks.

Children are able to concentrate for short periods of time but sometimes have limited opportunities to engage in practitioner led activities or explore different environments.

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

Children are able to participate in activities where they develop their skills and are able to accomplish some things for themselves.

We saw children leading and directing their own play and they were motivated to follow their own interests. They were curious about their environment and enjoyed exploring the resources and activities provided. Children were encouraged to wash their hands before

snack time and after using the toilet. During snack time opportunities were missed to enable children to develop their self-help skills. Staff laid the tables, handed out the snacks and poured the drinks when children could have taken responsibility for some of these tasks.

Children have some opportunities to complete some tasks for themselves and are able to follow their own interests.

2. Care and Development

Summary

Staff promote healthy eating are aware of their responsibilities in keeping children safe and healthy but need to ensure plenty of opportunities are provided for children to be physically active. Staff know the children well and plan to meet their individual needs. Positive behaviour is encouraged and modelled but staff are not always able to spend enough time supporting children to develop key skills through adult-led activities.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are aware of their responsibilities regarding keeping children safe.

Records showed fire drills had been completed regularly, ensuring children and staff could leave the building in an emergency. Staff were familiar with the service's safeguarding policy, which was comprehensive and had recently been updated. Documents we viewed evidenced they had received training on safeguarding children and staff were able to tell us the correct procedures to follow if they had a concern about a child. Staff also had current Paediatric First Aid qualification, meaning they were able to deal with emergencies and minor injuries. Accidents were well documented, although a historical incident had not been signed by a parent. We reminded the person in charge of the need to obtain a parent's signature on each accident or incident record in order to prove parents had been informed appropriately of incidents and any injuries their child may have sustained at the service.

Staff provided children with a healthy snack of fruit with water or milk to drink. Appropriate hygiene procedures were in place and children were encouraged to wash their hands as appropriate. On the day of our visit, children were not given the opportunity to be physically active or spend time outside in the fresh air. We spoke with the person in charge about this, who stated they use the school's outdoor play area on certain days of the week, although it was available for them to use whenever they wished. She also stated, although it was unavailable on the day of our visit, they normally had use of the school hall, which provided plenty of space for movement activities which promoted physical development. Providing children with more opportunities for children to spend time playing outdoors would promote physical activity and further develop their physical skills.

Staff understand their responsibilities of how to keep children sufficiently safe and healthy.

2.2 How well do practitioners manage interactions?

Staff know the children well and model appropriate behaviour.

Staff spoke to children with warmth and children were relaxed in their company. They knew children well and were able to direct them to activities that might be of interest to them. However, opportunities for children to sit with staff were limited on the day of our visit as staff were busy taking children back and fourth to the toilet, which was located in another

area of the school, leaving one staff member alone with the other children. This meant that opportunities for staff to engage with children and spend time directly involved with structured activities was limited. Staff did give gentle reminders of positive behaviour and modelled appropriate language when they observed minor incidents of bickering or negative behaviour. The person in charge also recognised when children had become bored and more boisterous and redirected the whole group to take part in circle time. The children quickly settled and were eager to take part in the more structured activity.

Staff have positive relationships with the children in their care.

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

Staff provide a caring atmosphere and recognise children's individual needs.

During the focused activities we observed, staff were on hand to answer questions that enabled children to develop their skills and understanding. Staff asked simple questions to enhance children's understanding. This was carried out in a relaxed manner that the children were comfortable with.

Staff knew the children well and recognised their individual needs. They recognised which children would require more support to concentrate on activities and provided it accordingly where they could. Records were kept of each child's development and these were kept along with samples of their work and observation notes noting their achievements. Activity plans outlined the skills targeted in each of the seven areas of the Foundation Phase Framework.

Children are treated with dignity and respect and their individuality is respected.

3. Environment

Summary

Leaders need to ensure all the risks and hazards posed to children's safety are identified and outline how they plan to manage or eliminate these. Resources are of good quality and all areas are welcoming and interesting to children. Leaders ensure resources and equipment are suitable to aid children's development.

Our findings

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

Leaders should ensure a robust system is in place to identify the risks posed to children and detail how these risks are managed or eliminated.

We were asked to sign the visitor's book on arrival and asked for our identification (ID). A daily register was kept of staff and children who attended to ensure all people could be accounted for in the event of an emergency. The building and outdoor areas were secure and doors were kept locked during the session which ensured no unauthorised persons could access the premises. Written risk assessments were in place for some of the areas used by children and had been reviewed and updated recently. However, these risk assessments were quite generic and did not include some of the more specific items in the areas used by children or the outdoor play area. For example, no mention was made of how risks in the outdoor play area or school hall were managed and not all hazards in the play room were detailed. We discussed the need to identify all hazards to children's safety in all areas that were used regularly and outlining how these will be managed and where possible eliminated.

Leaders are currently inconsistent in their approach to identifying and managing hazards.

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

Leaders ensure the indoor and outdoor environments are secure, welcoming and friendly.

Furniture and resources were all suitable for the needs of the children. Tables and chairs were at the right height and equipment was available to enable children to use the toilet and practice self-help skills independently. Resources and furniture had been organised into learning areas in line with Foundation Phase principles and provided a suitable environment for play and learning. The play room was bright, colourful and welcoming. There was plenty of space and items were stored and labelled well with pictures so children could understand what was stored in each box. The walls were colourful with educational posters on display, for example a weather chart, letters and days of the week. There were a few photographs of the children taking part in activities on display along with a display with children's birthdays. Having more samples of the children's work on display would provide children with a greater sense of belonging.

The service does not have its own dedicated outdoor play area but has use of the school's facilities, including the school hall and the outdoor play area. These were not used on the day of the inspection due to an event which was occurring at the school, however the person in charge told us these were usually used on most days.

Leaders ensure the environment is suitable for the needs of the children.

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

Leaders provide resources and equipment that are appropriate for the age and developmental stages of the children who attend.

Leaders provide children with toys which are in good condition and are suited to the children's ages and stages of development. We found resources were clean and in good repair. The person in charge told us toys and resources were cleaned regularly but no formal records were kept of this. We discussed how keeping a log as evidence of each time resources are cleaned would help to ensure this happens at regular intervals. A range of areas were available for children to explore, including construction materials, small worlds toys, a selection of books, and dressing up and role play resources.

Leaders ensure children have access to a range of good quality resources which are suitable for their needs.

4. Leadership and Management

Summary

Leaders are keen to ensure staff are aware of their responsibilities. Good relationships have been formed with parents and external partners, and information is shared effectively. Leaders should ensure robust recruitment procedures are in place to satisfy themselves that all staff are fully competent, qualified and suitable to work at the service.

Our findings

4.1 How effective is leadership?

Leaders ensure policies are in place and that the aims and objectives of the service are clear to all staff.

Policies were comprehensive and contained lots of information enabling staff to understand their responsibilities and correct procedures to follow. Staff were aware of the correct procedures to follow and implemented these in their day to day practices. For example, we saw staff implementing the behaviour management policy effectively during our visit. We heard staff speaking Welsh to the children throughout the day. The person in charge and staff were committed to providing the 'Active Offer' and to promoting the use of the Welsh language. The statement of purpose was comprehensive and contained all the required information.

Leaders are keen to ensure the policies and procedures are adhered to and that use of the Welsh language is promoted.

4.2 How effective is self evaluation and planning for improvement?

Leaders are keen to put procedures in place to review the quality of the service.

We spoke with the person in charge about how they planned to carry out a review of the quality of care. She stated she regularly asked for feedback verbally from parents and they were also able to approach her with any suggestions or issues. As the service had only been operating for a short period, feedback questionnaires had not yet been sent out to parents and although feedback was gathered from children during daily observations, this had not been gathered formally. The person in charge stated they intended to do this in the next few months and we advised of the quality of care report template available on CIW's website in order to help with collate any feedback planning for improvements.

Leaders are eager to use the information received from parents and their children to improve the service.

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

Leaders are keen to ensure staff are well trained and supported to carry out their roles effectively.

The person in charge told us they had a good working relationship with the responsible individuals and were able to discuss any issues that arose easily on a daily basis. Files were in place for each member of staff and the files for both permanent members of staff contained all the required information. However, we found information and suitability checks required by the regulations were not available on staff files for relief staff. These staff files did not contain an up to date DBS certificate, full employment history or any references. We spoke with the person in charge about this, who assured us an up to date DBS certificate was in place and that these documents had been viewed. We discussed the need to ensure all the relevant information is collected for all members of staff in the future in order to ensure children are cared for by appropriate staff and are kept safe at all times. Since the inspection, we have received evidence of an up to date DBS certificate and one reference for the relief staff member.

Leaders should ensure they follow a robust recruitment process to enable them to ensure the appropriateness of potential staff to work with children.

4.4 How effective are partnerships?

Leaders ensure they work closely with parents and the school to ensure information is shared effectively.

The person in charge stated they had a good relationship with the staff at the school and work closely with them to share information about children's development and make arrangements to use the school's facilities for activities. Records of children's development were shared with the school to ensure children's needs could continue to be met effectively when they transitioned over to the nursery class. The person in charge also told us they receive regular visits from an advisory teacher from the local authority and as advisory officer from the umbrella organisation. This was backed up by a log of these visits in the visitor's book.

We saw staff talking with parents when they came to collect their children, sharing feedback with them and asking questions about the children. Parents were comfortable to ask staff for information about the service. Parents we spoke with stated their children had settled well at the service, with one stating their child *'loves coming here'* and that their child *'has asked to come more days'* and another stating the person in charge *'is very good at letting us know everything we need to know'*. The parents' handbook we viewed contained plenty of information to ensure parents understood the services and facilities provided so they were aware of what the service offered before their child began attending.

Leaders ensure positive partnerships exist between staff, parents and other professionals.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We informed the person in charge the service was not compliant with the following regulations. We have not issued non - compliance notices as we did not find evidence on this occasion, they had an adverse impact on children's well-being. However, leaders must take action to address these matters:

We found the service was not compliant in respect of *The Child Minding and Day Care (Wales) Regulations 2010, Regulation 25:*

Leaders must ensure risks have been identified and managed appropriately. This is not currently the case as the risk assessments in place did not cover all areas used regularly by the children. There were risk assessments in place for special events which had taken place and for certain hazards which had been identified but not all hazards to children's safety had been identified.

We found the service was not compliant in respect of *The Child Minding and Day Care (Wales) Regulations 2010, Regulation 28:*

Leaders must ensure all required regulatory documentation is included in the staff files. This was not the case at the time of inspection as the staff files of relief staff did not contain an up to date DBS certificate, full employment history or any references. The person in charge acknowledged this and assured us all regulatory documents and information would be obtained for each member of staff. Since the time of inspection we have received evidence of an up to date DBS certificate and one reference.

We also made the following good practice recommendations:

- Leaders should ensure they provide plenty of opportunities for children to take part in structured, adult led activities in small groups. This would ensure they receive support to develop their social and communication skills;
- leaders should ensure they provide children with a greater sense of belonging by displaying photographs and more samples of their work around the play room;
- opportunities should be provided for children to learn self-help skills and learn to do things for themselves during snack times;
- leaders should keep an accurate record of when toys and resources are cleaned; and
- leaders should ensure a parent's signature is obtained for all recorded accidents and incidents.

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 the 16 May 2018 between 12:30 p.m. and 3:30 p.m.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children, staff, person in charge and two parents;
- looked at the areas used by children and resources on the day of our inspection; and
- gave detailed feedback to the person in charge of what we found and what needed to be addressed.

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 Sessional Day Care
Responsible Individuals	Iwan Taylor Clair Doloriert Martin Kelly-Roberts
Person in charge	Sophie Williams
Registered maximum number of places	28
Age range of children	2 ½ - 4 years
Opening hours	12:30 p.m. – 3:00 p.m. Monday- Thursday during school term time.
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	This was the first inspection after initial registration.
Dates of this inspection visit	16 May 2018
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	Yes
Additional Information:	

