



Childcare Inspection Report on

Cylch Meithrin Pontllanfraith

**Bryn Pavilion
Bryn Estate
Pontllanfraith
Blackwood
NP12 2HD**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date of Publication

8 April 2019

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Description of the service

Cylch Meithrin Pontllanfraith is registered with Care Inspectorate Wales (CIW) to provide care for 13 children. The service has operated for a number of years, however it went through a re- registration with CIW in 2018. Children aged between two and four years attend the playgroup. The service operates from rooms within Bryn Pavilion, and has sole use of the premises when in operation. Sessions are currently provided 9 to 12, and 12:30 to 3:00 weekdays during term time. The organisation has appointed a Responsible Individual (RI) to act on its behalf, and a Person in Charge (PiC) has been appointed to manage the service on a day to day basis. Care is provided through the Welsh language. The service is an education provider and also subject to inspection by Estyn.

Summary of our findings

1. Overall assessment

Care is very warm and relationships with the children and their families are supportive and affectionate. The children refer to the staff as “Aunty...” and are obviously very fond of the people who care for them and this fondness is reciprocated by the small staff team. The premises is safe, well maintained and in appropriate decorative order. Children enjoy their play and are supported positively by the staff group. Leadership of the service is generally effective but a more robust approach is required in relation to pre-employment checks to ensure that all regulatory requirements are met.

2. Improvements

This was the first inspection following registration.

3. Requirements and recommendations

We notified the provider that they were not meeting their legal responsibilities in relation to suitability of workers with regard to pre-employment checks. However, as they took immediate action to address this matter, a non-compliance notice has not been issued.

We also made good practice recommendations which are summarised at the end of the report.

1. Well-being

Summary

Children are well cared for, occupied and engaged at the playgroup. The playgroup is a happy and calm place in which children can learn and play. All children are able to make choices about their play as resources are available and their requests are listened to and responded to.

Our findings

1.1 To what extent do children have a voice?

Children are able to speak freely and make their needs known. They are confident to speak to staff and their wishes and requests are attended to. Most children were confident enough to approach staff to ask for support and tell them what they liked and disliked, for example, what they wanted to play with and whether they wanted to play outside. During snack time children could choose snack items, and whether they wanted more to eat. The PiC told us that children's views are regularly taken into account during activity planning.

Children have a voice in the service, their communication is valued and they can make choices and decisions independently.

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

Most children are well settled and familiar with the routines of the service. They are comfortable in their surroundings and cope well with separation from their carers. We heard children calling staff by name, and saw them approaching staff for reassurance and affection. Throughout the visit we saw that children were happy and content. This was demonstrated with lots of smiles and laughter. Children have their own individual coat pegs with their name on, which provides a sense of belonging.

Children are happy and are forming positive relationships with their carers.

1.3 How well do children interact?

Children are in the early stages of understanding their own feelings and those of the people around them. We saw that some children liked to play alone and that most children cooperated and played with others. We saw that children were able to wait and to take turns during snack time. Most children are developing coping strategies to deal with the times when they have to wait or do something they do not want to do. We saw examples of spontaneous affection shown by some children to their friends and to staff, for example, we saw a child cuddle another child while playing outside.

Children receive good support to develop emotional resilience.

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

Children are able to explore and enjoy their learning and play. There were a selection of toys made available to the children, including a home corner, craft activities and reading area. They are able to concentrate for an appropriate amount of time for their stage of development. They have extended periods of child initiated, uninterrupted

play as well as frequent opportunities for adults to play alongside them. We saw that the children had access to a variety of activities and resources which were appropriate for their age and stage of development. Children could join an adult led activity with the freedom to leave for an alternative activity at any time.

Children thoroughly enjoy their play and learning.

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

Children have a good variety of experiences, including freely chosen, unstructured and self-directed play. This enables them to gain a good range of skills, be independent, participate, follow interests and promote their all-round development. Children were able to take appropriate risks when using outdoor play equipment and showed independence in picking out resources. During snack time children poured their own drinks and served themselves fruit.

Children are learning important skills as a result of the opportunities provided.

2. Care and Development

Summary

Children's play and learning is promoted by staff who have a good understanding of their individual needs and plan for their next steps.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are clear about their roles and responsibilities in keeping children safe and promoting a safe and healthy environment. There is a clear child protection policy in place, as well as a range of policies and procedures that deal with health and safety considerations. The latest information on the Prevent duty has been included in the policies. From 1 July 2015 the Prevent duty became law in England and Wales. There is a duty on all schools and registered early years providers to have due regard to preventing people being drawn into terrorism.

Healthy snacks are provided, with a selection of fruit, and water or milk to drink. Children are reminded to wash their hands at appropriate times; all of which supports children to develop healthy habits. There are systems in place to record accidents, incidents and pre-existing injuries, however not all records had been signed by a parent/ guardian.

Staff understand their responsibility to safeguard children and follow policies and procedures which are in place.

2.2 How well do practitioners manage interactions?

Staff manage interactions appropriately. There is a behaviour management policy in place. Staff promote positive behaviour as they act as good role models by treating each other and the children with consideration and respect. Staff frequently acknowledged children's efforts and accomplishments and children took pleasure and pride in the praise they received. Unacceptable behaviour was challenged in a sensitive manner. Staff explained why particular behaviour is not wanted and encourage children to be kind, considerate and caring, for example *'why don't you share, you can both play with it together'* when children wanted the same toy.

Staff have a good understating of managing children's interactions.

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

Staff know and understand the needs of the children well and promote their play, learning and development in their interactions. This is because currently it is a small group and therefore children and staff know one another very well. Staff play and talk to the children throughout the session and this supports the children to develop their understanding and knowledge. We saw from children's files that they are regularly observed and next steps in learning are identified.

Staff provide opportunities for play, learning and development which children benefit from.

3. Environment

Summary

The service operates from rooms within a single storey pavilion. Children have access to the enclosed outdoor area for outside play. There are policies and procedures in place to monitor the health and safety of the environment.

Our findings

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

Staff are clear on their roles and responsibilities to keep areas safe. They routinely tidied away areas that became too cluttered and they supervised children closely. Access is via a secure door, and visitors to the service are required to sign in. Staff and children's attendance are recorded, however actual times of arrival and departure are not noted. A practice fire drill is carried out regularly to help identify hazards and familiarise children with the drill. Safety checks are completed daily for the premises, and we viewed a sample of comprehensive risk assessments which are reviewed annually. The service has completed the Public Health Infection Control Audit to promote best practice in hygiene and infection control.

Staff and leaders follow the agreed health and safety policies and procedures to monitor the safety of the environment

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

Leaders ensure the environment is suitable for children. The lay out of the room promotes children's independence as resources are generally accessible meaning children can select toys of their choice without the need for adult support. There are designated spaces for role play activities and messy play allowing children to be engaged in various activities without getting in each other's way. There is a reading areas for children who wish to sit and look at a book. The service has recently begun developing the outside area to provide children with further outdoor play and learning opportunities. Relevant information is displayed for parents on a notice board including insurance, CIW registration certificate, and healthy eating guidelines.

Leaders provide children with welcoming play areas.

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

Children have access to a range of suitable resources and equipment. There is appropriate furniture for children to sit comfortably, to undertake table top activities and eat their meals and snacks. There is a range of resources to promote children's learning and development, both indoors and outside. Indoors we saw children had access to craft, messy play, role play, construction and musical instruments. The service has some multicultural resources and wall displays which reflect the wider society and promote equality.

Leaders ensure children have access to a wide range of resources, which are of good quality.

4. Leadership and Management

Summary

Overall, leadership and management of the service is effective, however some improvements are required. Staff are well supported to deliver a good standard of care and are motivated to do their job well. Partnerships with parents and the local community are well established.

Our findings

4.1 How effective is leadership?

There is a statement of purpose which describes the. Leaders have a vision and this is reflected in the statement of purpose as it outlines the aims of the service, as well as details, for example, on facilities and activities available. This means that parents can make an informed decision about its suitability for their child. We noted that the policy file was organised and contained a comprehensive list of policies which are reviewed. We saw that parental contracts were completed prior to children's attendance which included relevant information about the child and key contact details, however some of the contracts we examined did not contain all the required information. The service provides the '*Active offer*' in respect of the Welsh language.

The service is run effectively on a day to day basis.

4.2 How effective is self evaluation and planning for improvement?

Effective systems are in place for the self evaluation of the service. We saw that a quality of care report had been produced and this took into account the views of parents, children and staff. There is a complaints policy in place should parents wish to raise an issue. As an education provider, the service receives support from a Local Education Authority advisory teacher.

Leaders undertake evaluation and planning for the service.

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

Staff are deployed effectively and are clear about their allocated duties. There was a good range of daily records maintained such as staff attendance registers and rotas to ensure ratios of staff to children are in line with National Minimum Standards. We examined a sample of staff files, and found that some were missing required information. The PiC took immediate action to rectify this therefore we have not issued a non-compliance notice. Most of the staff team have worked at the service for a number of years. We saw evidence of regular staff meetings to discuss planning any matters arising. Staff receive supervision and appraisal to support their professional development.

Overall, management of staff and resources is effective. However a more robust approach is required in relation to pre-employment checks.

4.4 How effective are partnerships?

Partnerships with parents and families are effective and serve the best interests of the children. Staff are available for parents to speak with on a daily basis and parents evenings are held twice a year. Staff told us parents are also kept informed via newsletters and social media. Records demonstrated that parents complete contracts and personal information forms prior to starting at the playgroup. The personal information captures the child's individual preferences. Good links with the community are established with outings to the shop and post office, along with visits to the settings from story tellers and the police.

Partnerships promote positive outcomes for the children and parents/carers and are effective.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We discussed the following good practice recommendations with the PiC and RI;

- Record staff and children's time of arrival and departure;
- ensure all accident and incident records are signed by parents;
- continue to develop the outdoor play area, and
- ensure children's contracts contain all required information.

6. How we undertook this inspection

This was a full post registration inspection, undertaken as part of our normal schedule of inspections. One inspector made two visits to the service for approximately six hours. The first visit was unannounced. The following methodology was used to gather evidence for this report;

- Observation of care routines and practice;
- discussion with staff;
- visual inspection of both inside and outside areas;
- consideration of information held by CIW;
- sight of a range of policies, procedures and
- consideration of information held in staff files and children's contracts.

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

www.careinspectorate.wales

About the service

Type of care provided	Childrens Day Care Sessional Day Care
Responsible Individual	Janet Williams
Person in charge	Jodie Lewer
Registered maximum number of places	13
Age range of children	2 to 4 years
Opening hours	09:00 to 12:00 and 12:30 to 15:00 weekdays during term time
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	First inspection following registration
Dates of this inspection visits	20 February 2019 and 22 February 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?	This is a service that 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: None	