



Childcare Inspection Report on

Cylch Meithrin Rhymni

**St David's Community Centre
High Street
Rhymney
Tredegar
NP22 5NB**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date of Publication

25 February 2019

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Description of the service

Cylch Meithrin Rhymni was newly registered with Care Inspectorate Wales (CIW) in January 2018 as a Charitable Incorporated Organisation (CIO). The service provides two sessions of day care for up to 16 children each weekday during term time. There is a committee in place with the responsible individual acting as the chairperson. The committee has overall responsibility for the service delivery and has appointed Sarah Williams as the person in charge of the day-to-day running. The service operates as a non-maintained Flying Start provision with 26 across both sessions places. The service is located in St David's Community Centre in the village of Rhymni in the Caerphilly borough. Both Welsh and English are used throughout the sessions.

Summary of our findings

1. Overall assessment

Children receive care within a friendly and welcoming environment, where a good range of resources is available to them. They are able to direct their play and their interests and preferences are taken into consideration by staff. Children benefit from skilled and experienced carers who are committed to making a positive difference to their learning and development. An experienced person in charge provides good support to the team and ensures children receive the care and attention they need to thrive within the service. She manages the service effectively, although some management procedures need strengthening. The environment is welcoming and regular safety assessments are in place to ensure children's wellbeing.

2. Improvements

This is the first inspection of the service.

3. Requirements and recommendations

We found the service was non-compliant with the following regulations:

Regulation 20 (2) (a) There was no Disclosure and Barring Service (DBS) check in place for one member of staff;

Regulation 28 (2) (ii) Sch 2 There was no satisfactory information or documentation available with regard to one member of staff to confirm the person's suitability to work with children.

We have not issued a non-compliance notice as the provider dealt with the issue immediately.

We have made a number of recommendations that are summarised at the end of the report.

1. Well-being

Summary

Children are happy, motivated and enjoy attending the service. They have access to a variety of stimulating experiences and interactions which promotes their all-round development. They are familiar with the routines and have positive relationships with staff who are nurturing and supportive.

Our findings

1.1 To what extent do children have a voice?

Children mostly make their own decisions about how and where they play. They move around the playroom independently and are confident to engage in their chosen activities. All attempts at communication are valued and they receive encouragement to express their views freely. Children choose songs to sing from a hat which is passed around during circle time. They are supported to participate fully in all aspects of their play and to follow their individual interests. One child's interest in a specific cartoon character was used as a starting point for some children to further develop creative skills and related knowledge.

Children express their views freely and with confidence.

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

Children receive consistent, supportive care. All children and their families are greeted and welcomed individually by staff. During circle time, each child is welcomed using their name with a song. We observed children approaching staff for comfort and reassurance and saw that they received responsive and timely care. Most children are at ease and express enjoyment and satisfaction within the environment. Some children are in the process of settling and are building up the days they spend at the service. It was clear that a few are not ready to sit with others at circle time. Children showed us their craft work which is displayed on the walls. This demonstrates their work is valued and celebrates their creativity.

Children's emotional wellbeing is enhanced by the positive relationships with their carers and their peers.

1.3 How well do children interact?

Children are in the early stages of developing skills to cope with their feelings. They are learning how to express their emotions appropriately and receive guidance and support from staff when needed. Most children are familiar with the daily routines, which provide them with a sense of familiarity and structure. We observed children playing cooperatively with water, sharing the resources and enjoying the sensations of trickling and pouring. Some children prefer to play alone and are learning to cooperate with others. Staff told us that turn-taking games such as lotto are used to promote sharing.

Children benefit from the support available to help them form valuable and constructive relationships

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

Children have good opportunities to develop and extend their interests. They are active and curious learners who enjoy exploring the environment. Children have opportunities for imaginative play and they receive encouragement to express themselves creatively with the role-play resources available to them. Children enjoyed themed activities based on 'cold and frosty weather' and showed us the snowflakes made as a craft activity. They were keen to touch the ice in the water tray and told us they looked forward to snow arriving. Many children value and persevere with the messy play activities such as playing with paint and playdough and show excitement and a sense of achievement. We observed children concentrating and taking their time with their paintings, as they were looking forward to taking them home to their parents. Some new children need assistance and support from staff to engage in activities.

Children's overall development is promoted by the quality of the play experiences provided

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

Children have good opportunities to develop new skills and to engage in stimulating activities. They are encouraged to follow their own interests and are motivated to direct their own play. Children are excited and pleased to play outside and be lively and energetic playing on bikes and climbing, developing physical skills. Children are beginning to understand some basic Welsh as it is used regularly, although not consistently, throughout the sessions. Parents told us they were pleased that their children were able to speak some Welsh. Children do not have opportunities to develop self-help skills at snack time, as they are not supported to pour drinks, prepare or choose their food. This is a missed opportunity for children to develop a useful range of skills.

Children have some good opportunities and experiences to develop a range of skills. Opportunities to develop self-help skills are also needed

2. Care and Development

Summary

There is a good range of systems and procedures in place which ensure that children's health and safety is managed appropriately. The staff team have the knowledge and experience to provide a good quality service to children. We found that safeguarding is managed rigorously and that it underpins all practice.

Our findings

2.1 How well do practitioners keep children safe and healthy?

There are effective systems in place to ensure that staff record and monitor issues which affect the health and safety of children. There is a safeguarding policy in place and the person in charge and staff are confident to recognise and deal with any concerns. They make use of an advice helpline which provides specific assistance to deal with any safeguarding issues. Referrals are made to the appropriate agency when needed. Children's existing injuries and accidents which occur at the service are also well recorded and monitored systematically. The safeguarding policy makes reference to the Prevent strategy.

The service is in the process of completing the Healthy Early Years (HEY) initiative which supports the development of a health promoting ethos and environment throughout the service. Children receive encouragement to brush their teeth after eating from a nutritious menu. The menu was not displayed on the notice board for the attention of parents during our visit. There is a medication form which is used to record any medicines given to children which parents sign. We noted the last dosage given by parents at home is not currently recorded on this form. Good attention is given to monitoring information relating to allergens of children.

Staff keep children safe and well by maintaining effective health and safety procedures.

2.2 How well do practitioners manage interactions?

Staff follow the behaviour management policy which outlines the importance of positive and effective behaviour management strategies to promote children's welfare. All staff have attended behaviour management training and the person in charge understands the need to find a reason for any unwanted behaviour. We saw they were consistent in their approach and were mindful of the age and stage of development of the children when managing behaviour issues. We observed staff kneeling down to children's level and maintaining eye contact. Children receive praise and rewards for trying and achieving and they value the position of 'daily helper'. We observed some children who became distracted and unsettled during the morning and spoke with the person in charge about the timing of snack, which was 11am. We asked her to consider if moving the timing of snack to be earlier would benefit children. We also discussed the volume and tone of interaction of some staff during circle time, which was very loud at times and does not contribute to maintaining a calm environment.

Staff use appropriate strategies to manage interactions. Greater attention is needed to maintain a relaxed environment.

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

Staff are responsive to the emotional and physical needs of the children. All children are allocated keyworkers whose role is to ensure they know the children well and can pre-empt their needs with good planning strategies. Keyworkers use the Foundation Phase Profile to assess and understand children's needs when they start using the service. They set realistic targets, evaluate outcomes and review children's progress regularly. The service works closely with health service partners to ensure all relevant information is taken into account. Parents are involved in this process and sign all planning documents. Staff encourage children to express their individuality and a good variety of multi-cultural and local customs are celebrated to extend children's perspective of the world. The Welsh language is used throughout the sessions by most of the staff but children hear staff communicate using English which does not promote a wholly Welsh language environment.

Staff are trained to meet children's individual development needs and to promote their learning.

3. Environment

Summary

The service operates within a compact environment in St David's Community centre in the centre of Rhymni. There is one room for children's use which is divided into Foundation Phase areas of learning. There is an outdoor play area at the front of the building and a large hall which can be used for active play when needed.

Our findings

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

The person in charge ensures systems are in place to maintain a safe environment. Risk assessments are carried out on all areas and for all activities and they are regularly reviewed. We saw a daily checklist, which staff use each morning to monitor the facilities. All visitors to the service are monitored to avoid unauthorised access and sign in and out of the premises. Fire drills are carried out monthly and good records kept of all participants and any difficulties encountered. The local authority who owns the building checks the fire equipment. The gas and electrical systems are tested as required, however certificates of servicing were not available during the inspection and were forwarded subsequently.

The person in charge ensures the premises are safe and risks are eliminated.

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

The facilities are welcoming and provide a rich environment for play and learning. We saw the register of children and staff rotas that demonstrated appropriate ratios are maintained at all times. The service does not keep the required record of the specific times of the attendance and departure of children. The noticeboard in the foyer of the community centre provides information about the running of the service, which is useful to parents. This includes the statement of purpose, the child protection and other policies along with the roles, responsibilities and qualifications of staff. There were no staff photographs, which could be useful to new children, parents and visitors for purposes of identification. Resources are easily available to children and the space is planned to promote children's independence and considered from a child's perspective. The toilet area is well maintained and accessible. However, we saw there were no paper towel dispensers in place and that there was no lid on the bin in this area.

The person in charge maintains the environment to be suitable to children and this promotes their development.

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

The person in charge ensures that all children have access to a wide range of good quality, developmentally appropriate play and learning resources indoors and outdoors. We observed effective systems in place to maintain and clean all

equipment. Staff are responsible for maintaining all resources and ensuring play areas are clean and supplied appropriately. The person responsible for the upkeep of the community centre cleans the room daily. The service uses the Public Health Wales prevention and control audit to manage and minimise any infections. This document ensures that up to date guidance and best practice is followed with regard to health and hygiene matters. The person in charge told us she intends to develop the outdoor area to include additional planting areas and also to cover the fence to maintain the privacy of children.

The quality of resources and equipment supports the development of children's skills and knowledge

4. Leadership and Management

Summary

The leadership of the service is mostly effective and there are some good systems in place to monitor and evaluate the service. However, we found that there was no information in place for a new member of staff to determine her suitability to work with children.

Our findings

4.1 How effective is leadership?

Leadership is proactive and the service is mostly well managed by the person in charge and the responsible individual. There is a statement of purpose in place, which requires some updating but provides a good indication of what parents can expect for their children. The person in charge understands the need to present this document to CIW when it is changed. A deputy is able to cover for the person in charge if needed. We saw the training matrix, which records dates of all training and development activities for staff as well as the renewal of Data and Barring Service checks. The whole team is committed to learning and regular updating of skills and knowledge. Staff told us they cascade all learning within team meetings after they have attended any training days. We saw all the required policies were in place but a number required reviewing and updating.

Leadership is mostly effective but some reviewing and updating of essential documents is required.

4.2 How effective is self-evaluation and planning for improvement?

The person in charge and the responsible individual are committed to evaluating and improving the service. The required quality of care report is in the process of completion and the person on charge understands the need for this document to be sent to CIW annually. Parents, children and staff are asked to provide their views on the quality of the service provision and the person in charge intends to include this information in the report. The service works closely with Flying Start and with a national umbrella support agency and uses all feedback to improve and enhance the service provision. There is a complaints policy in place; however, no complaints have been received. This policy does not currently outline the role of CIW with regard to any concerns.

Systems to support service developments are in place.

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

The team is deployed effectively and all staff are clear about their responsibilities. We saw daily planning routines in place which identified staff to carry out specific tasks. Each person has an area to maintain and ensures all resources are in place. Team meetings take place every two weeks and are used to plan activities and allocate tasks. Staff receive good support from the person in charge who is experienced and keen to take on board all feedback to improve the service. Staff receive supervision to

provide them with an opportunity to reflect on their practice and to look at their professional development. Staff would benefit from meetings that are more regular. All staff receive annual appraisals. We found that one new member of staff had started to work at the service before any checks to determine suitability were carried out. The person in charge was actively pursuing all the required documents and therefore we have not issued a non-compliance notice. All checks for the other members of the team are in place.

The person in charge provides support to staff. Some procedures need to be applied more rigorously.

4.4 How effective are partnerships?

The service works well with parents to establish trust and clear communication. There are robust procedures in place to identify the individual needs and preferences of children. Parents provide the service with information about their children before they start. This includes children's health needs, preferences and contact information. Parents told us they are happy with the settling-in process and value the opportunity for children to increase the hours they attend when they are ready. Parents receive an induction pack which provides good information about all aspects of the service. The service maintains valuable links with a range of partners from Health and Education services which benefit children.

The person in charge encourages and maintains partnerships to maximise the benefits of the service to children.

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

None

5.2 Recommendations for improvement:

- Provide further opportunities for children to develop self-help and independence skills;
- consider the benefits of moving snack to an earlier time during morning sessions;
- provide a copy of the daily menu on the noticeboard for the attention of parents;
- include the last dosage of medication given by parents at home on individual medication sheets;
- record the specific times of arrival and departure of children;
- display photographs of staff on noticeboard for new children, parents and visitors;
- reduce the volume of staff interaction especially during circle time;
- keep a copy of servicing certificates of all utilities at the service;
- install a paper towel dispenser in the toilet area;
- ensure the suitability of all staff before they commence working with children;
- review and update all policies at least annually and
- ensure all staff receive regular, formal one to one supervision sessions with their line manager.

6. How we undertook this inspection

This was a full, scheduled post registration inspection. One Inspector undertook an unannounced visit on 15 January 2019 and an announced visit on 16 January 2019 for six hours on the first day and three hours on the second day. We observed the children and the care they receive throughout the sessions using our Short Observational Framework for Inspection (SOFI) tool. This enables inspectors to observe and record life from a child's perspective and captures children's engagement and the care provided:

- We made a visual check of the premises inside and outdoors;
- we spoke to a number of children, four parents, three members of staff and the person in charge;
- we looked at the information already held as part of the registration process;
- we looked at a wide range of records. These included risk assessments, health and safety documents, policies, and procedures including the safeguarding and behaviour management policies. We also looked at five staff files and three children's files and
- we provided the person in charge with detailed feedback and good practice recommendations.

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

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Dion Tuck
Person in charge	Sarah Williams
Registered maximum number of places	16
Age range of children	2 to 4 years
Opening hours	9.15-11.45 and 12.30-15.00 Monday to Friday term time only
Operating Language of the service	Welsh and English
Date of previous Care Inspectorate Wales inspection	First inspection after re-registration in January 2018
Dates of these inspection visits	15 and 16 January 2019
Is this a Flying Start service?	This is a non-maintained setting which offers 26 Flying Start places
Is early year's education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This service provides an 'Active Offer' of the Welsh language. It provides a service that anticipates, identifies and meets the cultural and language needs of people who use or may use the service.
Additional Information: None	