



Childcare Inspection Report on

Cylch Meithrin Tonnau Bach

**Ysgol Hafan y Môr
Lôn Heywood Lane
Dinbych Y Pysgod / Tenby
SA70 8BN**

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 Tonnau Bach provides full day care for up to 19 children between the ages of two and three years old. The session operates during term time only, from 9:00am to 3:00pm, Monday to Friday. Mrs Sioned King is the responsible individual on behalf of the registered organisation, 'Cylch Meithrin Tonnau Bach'. Angharad Davies and Emma Rossiter are the named persons in charge with Angharad currently on maternity leave. The service is run through the medium of Welsh.

Summary of our findings

1. Overall assessment

Children at the Cylch Meithrin Tonnau Bach are happy and settle well. They enjoy a range of play and learning opportunities. Children have a warm and caring relationship with the staff who provide them with learning experiences. The environment is safe, secure and well maintained. The service is well run and staff feel well supported.

2. Improvements

Leaders have ensured that all original DBS certificates have been removed from staff files. Leaders have confirmed that more resources such as 'free painting' is readily available for the children.

3. Requirements and recommendations

We made recommendations in relation to hygiene, children's independence skills and opportunities to be able to make choices. Details of which are listed at the back of the report.

1. Well-being

Summary

Children are happy once they are settled, and have opportunities to make some choices about their play. They experience a range of activities that are designed to promote their development. Children experience warm and caring relationships. They are learning to interact and to cooperate with each other and with staff.

Our findings

1.1 To what extent do children have a voice?

Children are able to express their views and needs and are listened to.

Children had a voice and were listened to at the service. They confidently moved from one play area to another and expressed their views well. One child was threading reels with a member of staff and said, *"I don't want to do it anymore"*, and moved on to another activity. During snack time, children were able to choose from a selection of fruit prepared for them on a plate. Some children asked for more toast and was given more. Other children were offered more and some accepted whilst others did not want it. We heard a child being asked, *"would you like to come and do craft?"* which she replied with *"no, I don't want to"*, and went off to play. When older children came into the room after lunch, they were told by staff what activity to do and which area to go to.

Children can be confident their voice is heard most of the time.

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

Children are settled and cope well with separation from their parents. They have bonds of affection with staff who know them well.

We saw that children had settled and were happy in their play when we arrived. Some children approached staff for cuddles during their play. We saw a child take a staff member's hand and guide her to the table where he had created a colourful leaf. Children were happy with our presence and involved us in their play. We saw children who had only been attending for a very short time happy and laughing in their play. We saw children respond with smiles and a look of pride when they received praise for doing good work or when they helped to tidy up.

Children have affectionate bonds with staff and are relaxed in their play.

1.3 How well do children interact?

Children are learning to be kind towards each other and take turns. They are learning to understand each other's feelings and how to help their friends

We saw children run in excitement together around the room. Most of the children responded when staff said it was time to clear activities away and helped to tidy activities away. Some children needed reminding about being nice to each other when a child

pushed another child away at the sand tray. Children lined up and waited their turn as they waited to wash and dry their hands. During a discussion at snack time, when a member of staff commented on how she liked cucumber, one of the children passed the plate towards her, and asked “*Would you like one?*” which she politely declined. The child smiled as he was praised for being so kind as to offer. When another child could not reach the plate of fruit across the table, another child gently pushed the plate towards her and said, “*There you go*”.

Children interact well and confidently take other children’s feelings into consideration.

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

Children are interested and engaged in their play for short period of time. They move freely and safely between activities.

Children were engaged in role play activities. For example, a group of children pretended to be a staff member whilst the staff were children. They gave instructions such as “*cross your legs now*” and called out names to do the register. Children laughed and followed instructions at song time; jumping up and down like monkeys. A group of children played with the play dough in the tuff tray for some time, and created different shaped animals and items of food.

Children enjoy their play and learning.

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

Children are confident, motivated and are developing their independence skills.

We saw children being independent when washing and drying their hands before snack and after using the toilets. They had access to sinks, soap and paper towels at their level. We heard children naming colours of dinosaurs and grouping them onto trays in particular colours. We saw children use the glue stick and sticking coloured tissue paper to create a leaf pattern. At snack time, children helped themselves to their drinks, already prepared by staff. After snack, they put any leftovers in the compost bin and their plates and cups into a washing up bowl. Children ate their lunch independently.

Children are learning, developing and becoming independent.

2. Care and Development

Summary

Staff know children in their care well and provide care that meets their individual needs. They ensure children are kept safe and manage interactions positively and consistently. Staff promote children's play ensuring that there is a good range of activities available to them.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have a comprehensive file of policies and procedures, all have been recently updated. The service promotes healthy lifestyles and daily physical activities.

We heard staff reminding children of the importance of washing their hands before snack time and after they used the toilet. Children who did not like the hand dryer were provided with paper towels to dry their hands. Leaders told us they ensured daily outdoor play and we saw children playing outside during the inspection. Staff sanitised tables before and after snack. We saw staff wearing an apron and gloves when changing children's nappies. However the mat was not sanitised between every child changed. We discussed child protection procedures with staff who were confident in what to do should they have concerns. Accidents and incidents were logged correctly and signed by staff and parents. We heard give safety messages to children who had a dinosaur in her mouth, and ensured it was removed immediately. We saw that water was available throughout the day, and some children had brought their own beakers.

Staff are effective in keeping children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff ensure children are supervised at all times. They encourage children to take turns and share with each other and praise positive. Staff manage interactions positively and consistently.

Staff praised children frequently during their play, for example; "well done you, that's a great job" and "oh you're such a good boy for helping me, thank you". We heard staff reminding children about saying 'thank you' when they had their fruit. Staff remained positive and calm, for example they said "*no I don't think that's kind, do you?*" when children pushed others to get to an activity, and went down to the children's eye level. Staff calmly ignored negative behaviours and praised the positive in others. For example, when a child passed the plate of fruit to another child, staff praised his kindness and for being helpful.

Staff manage interactions consistently.

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

Staff know and understand the children's needs and plan play and learning opportunities accordingly. They ensure activities have a purpose to their learning.

Staff knew children in their care well and told us their likes and preferences. All staff spoke Welsh with each other and with the children. They knew children's needs, abilities and preferences, and this information was fed into the planning which was done each week and all staff had opportunities to contribute. Leaders completed children's development profiles and personal scrap books of children's work and photographic evidence. We saw that staff had provided quiet areas with large cushions for children who wanted some time out to relax or were feeling unwell.

Staff promote children's play, learning and development and meet their individual needs.

3. Environment

Summary

The service is located in a room at the school. The environment allows children to play in a safe area with a good range of resources and opportunities. The environment is set up indoors to meet areas of learning and the outdoor area allows opportunities to develop gross motor skills.

Our findings

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

Leaders ensure the environment is safe, clean and secure. They ensure that risks are identified and eliminated as best as possible.

Any visitors had to be let in by a member of school staff into the building before being taken to the service. We were asked to sign a visitors' book upon arrival and we saw that it was used by all visitors. Risk assessments were regularly completed and amended when needed for indoor and outdoor areas. We saw staff carry out visual checks of the outside area and dry equipment when children were playing. The service has registered with the food standards agency. Fire drills were carried out and recorded each term. All electrical equipment had been Pat tested in March 2018. We also saw the heating safety certificate check that had been carried out in May 2018.

Leaders ensure the safety of the environment effectively.

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

The main room where the service is based is welcoming and spacious with colourful displays on walls. The room is maintained to a good standard. There is an outside area to the side of the building.

The room provided some play opportunities, places to eat and areas for quiet times that were suitable for the children. Leaders had arranged tables and chairs to provide a sociable area for meal times and areas with cushions where children could spend quiet times. There was a small outside area to the side of the building.

Leaders ensure the environment is well suited for the children.

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

Leaders provide a good range of resources and toys which are clean and good quality. They are age appropriate and easily accessible.

Children had access to a range of resources and toys of good quality that were suitable for their purpose. Examples of the resources available included cars, train set, blocks, dressing up clothes, musical instruments, craft equipment, numicon, play house, farm and zoo animals, dinosaurs, soft toys and floor cushions. Children had access to an interactive white

board which they used to draw pictures and were able to print their work out. Leaders had provided child sized furniture to allow children to sit at tables independently and to access toys and equipment.

Leaders ensure resources and equipment are of good quality.

4. Leadership and Management

Summary

Leadership and management of the service is effective. There are clear policies and procedures in place and leaders have contingency plans in place to cover staff absences. Staff feel fully supportive and are happy in their roles. There are systems in place for reviewing the service and making improvements.

Our findings

4.1 How effective is leadership?

Leaders have clear policies and procedures in place which are shared with all staff and parents.

We saw an updated statement of purpose which provided an accurate picture of the service offered. All policies had been reviewed recently with CIW new details. Staff told us they were very well supported by the leader and there was a good working ethos amongst the team. We viewed a sample of children's files and saw that they included all the correct information. Accident logs had been completed and signed by staff and parents.

Leadership is effective and there is a good ethos of team work.

4.2 How effective is self evaluation and planning for improvement?

Leaders have begun gathering feedback towards their first quality of care review.

Leaders had started gathering feedback from parents about the service and whether they had any suggestions to make improvements. Leaders told us they would seek feedback from children and other agencies with connections to the service when they had been operating for twelve months.

Leaders are committed to ensuring the quality of care review will be effective and used towards planning for improvements.

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

Leaders ensure that the service is correctly staffed and all staff had the recognised qualifications.

We viewed staff files and found that they included all the correct documentation required. One staff file had an original DBS certificate included. Staff told us they received supervisions and appraisals, and we saw records of these in their individual files. Staff told us that they were happy in their roles and proud to be a part of the service. They felt supported by leaders.

Leaders manage the service effectively and support their staff.

4.4 How effective are partnerships?

Leaders have good relationships with parents / carers and the local school.

We received parent questionnaires who told us how valuable the service was to them. They felt their children experienced a wide range of activities, staff were friendly and welcoming and believed their children receive the best possible care. The service had close links and good support from the school and at Christmas time, children were invited in to watch the nativity show. Children were invited into the school for transition visits before they moved up. The service get involved in fundraising days where they dress up, such as 'World Book Day'. Leaders told us they had upcoming events planned to raise funds for the service.

Partnerships with parents and the school is effective.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

This was the service' first inspection.

5.2 Recommendations for improvement

We recommended that leaders;

- Ensure children have more opportunities and activities available to them so they are able to make decisions and have choices;
- ensure the changing mat is sanitised in between each change and
- develop children's independence skills during snack time.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector undertook one visit to the service on 9 November 2018 which lasted a total of four hours. We gave feedback over the phone on 15 November 2018 for forty five minutes.

- We observed a sample of documentation which included policies, staff and children's files, risk assessments, accident logs, fire drill logs and registers;
- observed practice between staff and children;
- we spoke to the person in charge, responsible individual, children and staff;
- we spoke to several parents and received four parent questionnaires and
- we inspected the environment inside and outside.

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

www.careinspectorate.wales

About the service

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| Type of care provided | Children's Day Care Full Day Care |
| Responsible Individual | Sioned King |
| Person in charge | Emma Rossiter Angharad Davies |
| Registered maximum number of places | 19 |
| Age range of children | 2 – 3 years |
| Opening hours | Monday – Friday 9.00am – 12.00midday and 1.00pm – 3.00pm |
| Operating Language of the service | Welsh |
| Date of previous Care Inspectorate Wales inspection | This was the service first inspection. |
| Dates of this inspection visit(s) | 09 November 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? | 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: | |