



Childcare Inspection Report on

Cylch Meithrin Cynwyd

**Ysgol Isaf
Cynwyd
Corwen
LL21 0HR**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date of Publication

28 March 2019

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Description of the service

Cylch Meithrin Cynwyd is registered to care for 20 children aged 0 – 12 years. The service is located in a former school room building off the main road in the village of Cynwyd and is open from 08.00 to 18.00 Monday to Friday. The responsible individual is Ffion Williams and the person in charge is Lisa Jones. Children are taken to and collected from the local school and school dinners are provided.

Welsh is the language of the service and the Welsh language “Active Offer” is provided meaning Welsh is available without parents and children having to ask for it.

Summary of our findings

1. Overall assessment

This is a service with active, happy and relaxed children. Practitioners are experienced, qualified and have a good rapport with the children. Varied programmes of activities are planned and offered for the benefit of all children. The premises and activities are safe and suited to the care of children, and provide them with a stimulating environment, indoors and outdoors. The leadership of the service is supportive and successful, ensuring children and their families have valuable experiences.

2. Improvements

- Since registration flooring in the dining area and main play room has been improved.
- During this inspection a healthier alternative to squash was provided for the after school club children as they were offered water or milk to drink.
- The day after this inspection we had written confirmation that all children’s records held details of their general practitioner and accurate records of the temperature are now kept.

3. Requirements and recommendations

None outstanding.

1. Well-being

Summary

Children's well-being is enhanced because they have a strong voice and can choose from a range of activities and make suggestions for future activities. They are happy, relaxed and interact well with each other and the practitioners whilst engaging with the varied activities on offer. Children are developing well and learning skills to help them become independent.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to speak, are listened to and given choices.

Children expressed themselves well and confidently. They happily approached the practitioners to ask for supplies such as pens for the white board and help to draw a picture. Children confidently made appropriate choices about what to play with because they knew what was available to them. Children who required a service in Welsh received one as this was the main language spoken. Older children participate in a children's committee to make suggestions for special activities. These have been acted upon for example helping children to build a den and purchasing table top games.

Children have a strong voice and know they are listened to and respected.

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

Children feel secure, happy and valued.

Younger children had coped well with separation from their parents and were settled. They were content and expressed enjoyment for example when playing with the playdough. All children were familiar with the routine which gave them a sense of security and the timetable was developmentally appropriate for their needs such as having shorter periods of structured circle time. Children had bonds of affection with the practitioners and knew who would help them, which built their confidence.

Children feel consistently safe, happy, valued and trust the practitioners.

1.3 How well do children interact?

Children interact positively with each other and the practitioners.

Children interacted well with their peers and the practitioners. They helped to tidy toys and were happy to wash their hands before a snack. They sustained an interest in tasks such as building a train track and listened well to a story. They had learnt to share items such as utensils in the home corner. Younger children in the after school club were helped by older ones to draw pictures.

Children interact effectively and learn valuable social skills.

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

Children enjoy their play and learning.

Children were motivated and engaged in their play and learning for example drawing on the chalk board and trying to draw the letter O. Children were able to explore the environment freely for example they enjoyed painting and playing a lotto game which increased children's vocabulary as well as encouraged them to take turns. Children were eager to show practitioners what they had been drawing for their parents. Children who were Helpwr Heddiw gained a sense of achievement from completing simple tasks at snack time. Children were very excited at the suggestion of creating a den outside after school.

Children enjoy the stimulating activities provided and are fully engaged in the areas of play and learning.

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

Children are learning, developing and becoming independent.

Children had a good variety of experiences, including freely chosen play that enabled them to gain a good range of skills and promoted their all-round development. We saw children were able to use a knife and fork at lunch time. They were also able to hold a range of mark making implements such as chalk, brushes and pens. Outside children enjoyed playing with a variety of toys and practitioner led games and could put on their coats.

Children are developing successfully and are encouraged to become independent.

2. Care and Development

Summary

Practitioners keep children safe and healthy by adhering to policies and procedures. They manage interactions successfully using positive strategies. They are caring, nurturing and responsive to children's needs. A variety of activities is planned and provided to promote children's learning and development. Practitioners meet children's individual needs because they know the children and their families well.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Practitioners keep children safe and healthy.

Practitioners understood and implemented policies and procedures for the service. Safeguarding was given high priority as practitioners had completed training and discussions with them showed that it was a set question in their supervision sessions to ask if there was a child for whom they had concerns. All practitioners had attended safeguarding training and the contact numbers were easily available. The safeguarding policy included a section on preventing violent extremism. All practitioners had current paediatric first aid qualifications and accident forms showed incidents were dealt with appropriately and parents were informed and signed the records.

Healthy life styles were promoted as nutritious snacks and drinks were provided in the day and a healthy menu was seen for the afterschool club. However, it was noted that squash was used for the afterschool club and this was promptly removed. All areas were clean and tables were wiped using anti bacterial spray. Nappy changing procedures were seen to include processes to avoid cross contamination and leaders had used the Infection Control Audit Tool.

Practitioners ensured children had the opportunity to be physically active outside on a daily basis if possible. Outdoor play was observed during the morning, afternoon and after school when children enjoyed the activities and resources. Children benefitted from fresh air even though it was drizzling and outdoor activities were included in the planning and we saw many recent photos of children playing outside. Children told us that outdoor play was a regular feature. Dental hygiene was promoted as children attending the morning session practiced brushing their teeth. Fire drills were practiced and recorded regularly and discussion with the practitioners assured us that children would be safely evacuated in an emergency.

Practitioners consistently ensure that children's health and safety is a priority.

2.2 How well do practitioners manage interactions?

Practitioners manage interactions using positive strategies.

Practitioners applied agreed procedures to promote positive interactions through celebrating good behaviour. Children were kept positively occupied and distraction was used effectively. We heard much praise and encouragement and practitioners were good role models, for example, saying please and thank you to children throughout the sessions. Practitioners understood child development and how this impacts upon children's behaviour. They used singing effectively to denote various times such as tidy up and sitting for circle time and used stickers as rewards.

Practitioners successfully manage children's interactions, helping the children to be co-operative and learn social skills.

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

Caring practitioners promote children's learning and development, providing a variety of interesting experiences inside and outdoors.

Practitioners were caring and nurturing and responded promptly to children's needs such as enabling children to play outside when they requested. Practitioners were confident and relaxed because they had up to date knowledge of child development as all were qualified. Music and singing was used to re enforce Welsh language patterns. Outdoor play encouraged physical skills such as jumping and running.

We saw weekly planning documents which were displayed for all practitioners to be aware of the activities planned and included the evaluation of activities. There were also task duty rotas to ensure fairness of delegation between practitioners. Observation notes and treasure books had been completed for each child so their progress was documented and these were shared with parents. The practitioners knew of any allergies and dietary requirements and met children's needs accordingly. Parents were regularly informed of activities using secure social media. We saw separate planning for the after school club.

Practitioners effectively promote children's learning through providing a play environment with varied activities.

3. Environment

Summary

Leaders provide a very secure environment and evaluated written risk assessments to evidence that practitioners are aware of how to keep children safe. They ensure children are supervised well both inside and outdoors by knowledgeable practitioners. Leaders also provide an environment which is varied, stimulating and suitable for the children attending. The quality and variety of the resources are good.

Our findings

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

Leaders provide a safe and secure environment.

Leaders ensured the premises were secure with a locked entrance and a bell for parents and visitors and a record of visitors was kept. The safety of children was a priority and all areas inside and outside were safe and there were comprehensive risk assessments evidencing practitioners knew what the risks were and how to manage them. These recently reviewed documents included possible hazards indoors and outside. Leaders ensured that children were supervised as they went from one area to another, for instance outside and on transition to and from school.

Leaders have successful systems to ensure the environment is safe.

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

Leaders make sure the environment is suitable for the ages of the children attending.

There was ample play space both inside and outdoors in a well set out premises. Areas of play were at child height for them to access easily in the main room and all areas were well equipped for the children's care and play. Child sized chairs; tables and sturdy wooden furniture were used indoors, including a clean nappy changing area. A modern spacious well equipped kitchen was used by practitioners to prepare snack and a light tea. Children's work was displayed giving them a sense of belonging. Toilets were adult sized with a step to enable children to use them independently and the washbasins had liquid soap with paper towels. The outdoor area was safe and used to its full capacity, and there are plans for improvements to this space.

The temperature was satisfactory but the thermometer showed inaccurate readings as it had been placed on a draughty window sill. When this was placed in the main play area the reading quickly increased. We had written assurances from the person in charge that this continued to be the case and accurate records were now kept.

Leaders effectively ensure the environment is well equipped, child friendly and stimulating.

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

Leaders provide resources and equipment which are varied, clean and of good quality.

All children had access to a wide range of good quality and developmentally appropriate play and learning resources indoors and outdoors. Toys and games were clean and suited to the ages of children attending, including plenty of consumables such as painting and craft items. Many resources were seen in the room which were kept at child height and the storage had pictures on them so that children could tidy toys and games away easily. We saw books, and toys to reflect various cultures. We saw extra table top games and activities for the older after school children.

Leaders successfully ensure the quality and appropriateness of resources and equipment.

4. Leadership and Management

Summary

The leadership is experienced, knowledgeable and strives to provide a quality service. Self evaluation is effective and improvements are made considering all involved. Practitioners are managed well and leaders ensure they have sufficient on-going training, support and resources. Partnerships with parents and others are effective for the benefit of children and their families.

Our findings

4.1 How effective is leadership?

Leaders have a clear vision of the service, which is shared with parents.

Leaders had a sense of purpose and expectations to promote improvement and good outcomes for children. The Statement of Purpose was comprehensive and included all the information required for parents to choose what kind of service they required for their child. Members of the supportive committee arranged regular, minuted meetings which staff also attended and were included in the decision making. We observed a happy, competent and well supported workforce. We saw consistent practice throughout the service and practitioners worked well as a team. All practitioners knew the leadership structure and how to contact key persons such as members of the committee. Leaders were aware of their legal responsibilities and made sure these were met, for example, public liability insurance was in place. Leaders notified us of significant events such as being closed. The register showed that there were always enough staff employed to care for the children and the manager was always supernumerary. Although unqualified staff were sometimes present they did not count in the ratios and helped with practical tasks.

Leadership is clear and effective which results in good outcomes for children.

4.2 How effective is self evaluation and planning for improvement?

Leaders promote a positive culture of self evaluation. There is on-going review and development of the service.

Leaders and practitioners know their service well and promote a positive culture of continuous self evaluation and improvement. Their annual quality of care report will be completed in due course and parents' views have already been noted. Children's views have been collected via the suggestion box and reviews of activities for the younger children. Some areas for improvement had already been acted upon, including obtaining new flooring and successfully applying for a grant to improve the outdoor area.

Leaders know the service well. Strengths and areas for development are recognised and action taken to maintain standards and consistently improve practice.

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

Leaders have systems in place for managing practitioners and resources.

We observed enthusiastic and skilful practitioners who cared for the children and helped them to get the best from the activities and experiences provided. Practitioners were suitably qualified and had current Disclosure and Barring Service checks. Information files for practitioners included all the necessary information to evidence robust recruitment processes and the suitability of the practitioners. Practitioners told us they felt well supported and regular supervision notes were kept which reflected that the needs of the practitioners were considered. Registers evidenced that there were always sufficient practitioners employed. A staff training chart was seen to remind leaders of when mandatory training was required and any other courses were required to be booked.

Leaders have effective and successful systems for managing recruitment, identifying training needs and working with practitioners to improve performance.

4.4 How effective are partnerships?

Leaders keep parents informed about the service and have important partnerships with them.

Leaders kept parents informed about all aspects of child care. We observed parents and practitioners sharing information successfully. Parents could speak to practitioners daily and had an opportunity to feedback their opinions using a questionnaire. We spoke with two parents and they were very complimentary of the practitioners and of the service and commented on how their children are picking up Welsh songs and phrases. Visitors to the service are used to extend the children's experiences such as helping the children to make Christmas wreaths and the local vicar coming to speak with children.

Leaders successfully ensure partnerships with parents and others benefit the children and have positive outcomes for them and their families.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

None

6. How we undertook this inspection

This was a full, unannounced inspection undertaken as part of our normal schedule of inspections. Elements of a concern received about care and development and the environment were included. One inspector visited the service on 12 February 2019 from 10.00 – 16.30.

We:

- Inspected a sample of documents and policies;
- observed practices and completed observations to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children, two parents and four practitioners;
- inspected the areas used and
- reported our findings to the person in charge who agreed to relate them to the responsible individual.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Ffion Williams
Person in charge	Lisa Jones
Registered maximum number of places	20
Age range of children	2 – 12 years
Opening hours	08.00 – 18.00 Monday to Friday during term time
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	First inspection since registration 20 August 2018
Dates of this inspection visit(s)	12 February 2019
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 This service 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:	