



Childcare Inspection Report on

Cylch Meithrin Bae Penrhyn

**Y Caban
Ysgol Glanwydden
Ffordd Derwen
Penrhyn Bay
LL30 3LB**



Date Inspection Completed

20/06/2019

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Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Description of the service

Cylch Meithrin Bae Penrhyn is registered to provide care for a maximum of 26 children. The service operates from a porta cabin in the grounds of Ysgol Glanwydden, near Penrhyn Bay. Children have access to the school yard, garden and poly tunnel play area as well as having use of the school's outdoor facilities. Children who attend are between 2 ½ and 4 years old. The service is open from 9:00 a.m. 12:00 p.m. and 1:00 p.m. – 3:00 p.m. Monday to Friday during term time. The service provides Early Years Entitlement and is subsequently inspected by Estyn. The registered person is Catherine Bayliss, who is also jointly the person in charge along with Angharad Blears. The main language of the service is Welsh, and leaders implement the 'Active Offer' in relation to the Welsh language.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Good

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. Leaders ensure all hazards to children's safety are identified and measures are put into place to minimise or eliminate these as appropriate. Resources are of good quality and all areas are welcoming and interesting to children, offering a rich environment for play and learning. Good relationships have been formed with parents and the school, and information is shared effectively.

2. Improvements

Leaders had responded to the recommendations made during the previous inspection and had ensured staff supervision was recorded and offered regularly, and the quality of care review had been developed to meet with regulatory requirements. Since the time of inspection, leaders have updated the service's statement of purpose to accurately reflect the opening hours of the service.

3. Requirements and recommendations

We have advised leaders that improvements are needed in relation to the information contained in staff files (regulation 28) in order to fully meet legal requirements. We have not

issued a non-compliance notice on this occasion, as there was no significant impact or risk to children. We expect leaders to take action to rectify this.

We have also made recommendations regarding the transition period between snack time and the following activity and record keeping.

1. Well-being

Good

Summary

Children are happy, settled and have formed positive relationships with staff. They are able to take part in activities they enjoy and are confident to express themselves. Children are beginning to make friends and are learning to use good manners. They have plenty of opportunities to learn through a range of activities which are interesting to them and they are developing independence skills.

Our findings

Activities had been set out for children to choose from on their arrival, including a painting colouring activity, discovery table with different items for children to explore, cars and vehicles and jigsaws. Children freely explored the activities of their choice and moved around different areas of play as they wished. We also saw children using the different learning areas as they wished, for example the role play corner, and staff supported them to set these activities up if they needed help. Children had an opportunity to talk about their day or anything they wanted to discuss during circle time. Children were expressing their views and opinions confidently and were eager to take part. For example, children were confident to tell staff which songs they wanted to sing and to stand in front of their friends to sing their chosen song. All attempts at communication with the staff were valued and the children were confident their preferences would be respected.

Children were familiar with the activities available and the daily routine, which provided them with a sense of security. They felt comfortable approaching staff for reassurance or comfort when they needed. For example, one child had a minor disagreement with their friend and went over to a staff member for a cuddle and reassurance, which was quickly provided. They had clearly formed bonds with the staff member and settled quickly upon being comforted. Children had begun to form friendships with one another with lots of chatting and laughter heard during free play. They were clearly secure in their surroundings and were confident to approach us and staff to talk about their interests and their home lives.

Children interacted well together and had formed strong friendships with their peers. Throughout our visit, children were eager to involve their friends in their play and shared resources and took turns appropriately. For example, a small group of children worked together to build a house using the wooden building blocks. They chatted together and instructed each other on where to put the blocks and how big to build the walls. They were eager to involve their friends in the task and joked and laughed together whilst they took turns to place the blocks on the wall. Another group of children worked together during a bug hunt. They chatted and instructed each other on what parts of the garden to search in and worked together to place the bugs in the special containers. One child was eager to show us the snails they had collected and was intrigued when the snail came out from its shell. They were eager to show their friend and took the container over to them, calling out

enthusiastically 'Look!'. Many of the children were beginning to use good manners without prompting from an adult. For example, one child called out 'Excuse me' when trying to get a staff member's attention during snack time and most children said 'please' and 'thank you' independently.

Children were highly interested in the activities available to them. They concentrated well on tasks and maintained interest in activities for an appropriate amount of time. For example, a group of children enjoyed exploring the leaves, pine cones and stones they had collected on the play table. They looked at the different materials with the magnifying glasses, picked them up using the tweezers, explored the textures and matched the objects to pictures. They were completely engrossed in this task and concentrated well. Another two children enjoyed looking at the ladybirds they had caught. They took the containers containing the ladybirds over to the mark making table with them to copy and carefully placed spots on the back of the ready printed ladybird shapes, discussing what they were doing and how many spots to place on each side.

Children were encouraged to use their imagination and direct their own play, with a wide range of resources and toys available to enable them to do this. They were encouraged and supported to do things for themselves. They washed their hands, wiped their faces and put on their jackets independently, with support provided if needed. During snack time one child from each table helped to hand out bowls to the other children and children all took turns to pick their own fruit from the platter. Children were also happy to help tidy up after themselves at the end of activities.

2. Care and Development

Good

Summary

Staff ensure the safety of children and promote healthy lifestyles by implementing the service's policies and procedures effectively. Staff have formed positive relationships with children and use appropriate methods to manage children's behaviour. Staff consider children's individual needs and carefully plan to meet these needs effectively.

Our findings

Staff were familiar with the correct procedures to follow if they had a concern about a child. They had all received training on safeguarding children and were familiar with the service's policy. The 'All Wales Child Protection Procedure' flow chart was clearly displayed on the notice board, along with the contact numbers to make a referral and the person in charge had formed a child protection file which was easily accessible to all staff and contained all the service's policies, procedures and forms they would need should they have a concern about a child.

Staff encouraged healthy lifestyles by providing plenty of opportunities for physical activity and for children to spend time outdoors in the fresh air. They encouraged children to wash their hands as required, followed appropriate hygiene procedures when handling food and provided healthy snacks for children to enjoy. Staff had also successfully completed paediatric first aid training, meaning they were well prepared to deal with any accidents or emergencies which might occur. Any accidents or incidents were recorded appropriately and were signed by parents. Documents showed staff ensured children were well rehearsed in how to exit the premises quickly and safely by means of regular fire drills. Accurate records were also kept of children and staff attendance, meaning everybody could be accounted for in an emergency situation.

Staff spoke affectionately with the children and had good relationships with them. They provided comfort and reassurance when children needed it and were familiar with their individual preferences. For example, they knew some of the children didn't like the game 'Faint o'r gloch ydy hi Mr Blaidd'/'What time is it Mr Wolf' and so changed it to a format the children were more comfortable with. Staff modelled positive interactions throughout the day, with plenty of praise given for good behaviour, completing activities and trying new things. Any arguments or inappropriate behaviour were dealt with by redirecting the children to another activity, explaining why their behaviour was not appropriate and speaking with children gently but firmly, ensuring they were clear of the boundaries. However, we noted that children did become bored after they had finished their snack and became more boisterous as they had to wait for an extended period for staff to tidy up and prepare for the next activity. We discussed this with the person in charge and asked them to review these arrangements in order to improve outcomes for children.

Staff knew the children well and were able to respond to their individual needs effectively. Staff had set individual targets for all children and planned activities to target these specific skills. Weekly meetings took place to discuss children's progress and to review and amend these targets as necessary. Records of each child's progress were kept in the form of observation notes, mapping skills which had been achieved and collating their work to create treasure books.

3. Environment

Good

Summary

Leaders ensure children are cared for in a safe environment where risks are managed appropriately and eliminated where possible. Resources are of good quality and all areas are welcoming and interesting to children, providing them with a rich environment for play and learning.

Our findings

Leaders prioritise the safety of children and ensure staff are aware of their responsibilities and follow procedures accordingly. We were asked to sign the visitor's book on arrival, which contained evidence it was used regularly. The building and outdoor areas were secure and doors were kept locked during the session which ensured no unauthorised persons could access the premises. Leaders had formed written risk assessments, outlining any potential hazards within the premises and detailing how risk was managed and where possible eliminated. There were separate risk assessments in place for outings and any activities which were out of the ordinary. We reminded the person in charge of the need to record the date on which each risk assessment is reviewed.

All areas used by children were well maintained and welcoming. The play room was arranged into learning areas that were interesting and inviting for children, providing them with a rich environment for play and learning. It was light, bright and airy and offered plenty of space for children to move around and explore the different learning areas. Toys and resources were stored at low level and were labelled with both words and pictures, enabling children to access them freely and independently. Furniture such as low level tables and chairs suited the children's ages. Photographs and samples of the children's work were displayed on the notice boards, providing them with a sense of belonging. The outdoor area offered plenty of opportunities for exploration and play to develop children's imagination, including a garden area and a poly tunnel with a range of resources such as a mud kitchen and large wooden planters. Children were also able to use the school facilities, such as an adventure playground and playing field.

Leaders ensure children have easy access to a wide range of toys and resources which are interesting and exciting. These were all in good condition and were suited to the children's ages and stages of development. We found they were clean and in a good state of repair in all indoor and outdoor areas. Leaders ensured children remained interested in the toys and resources available to them by ensuring they rotated and replenished regularly.

Multicultural and Welsh resources were also available to enhance children's cultural awareness and enable them to learn more about the world they live in. Leaders placed an emphasis on using natural, sustainable and recycled materials where possible to assist children in learning about the world around them. For example, many of the toys in the

home corner were wooden and the mud kitchen and planters in the poly tunnel were made using recycled materials.

4. Leadership and Management

Good

Summary

Leaders ensure staff are aware of their responsibilities and communicate their vision for the service well. Feedback is sought and leaders plan improvements based on parents and children's views, ensuring the service is continually developing and improving. Good partnerships have been formed with parents and the school in order to improve outcomes for children and ensure their needs are met effectively.

Our findings

Comprehensive policies were in place for all aspects of running the service. Leaders ensured staff were aware of the importance of working within the service's policies and implemented them in their day to day work. For example, we saw staff followed the behaviour management policy by using positive methods and distraction techniques to manage any unwanted behaviour. We inspected the service's statement of purpose, which contained all the required information. However, the opening hours were not accurately listed within this document. We have since received an updated version which includes the correct opening hours.

Leaders had gathered feedback from parents, staff and children. Staff were able to discuss their views during staff meetings and by completing questionnaires. Parents were also asked to complete questionnaires giving their views of the service. Feedback was gathered from children through daily observations and general discussions. Leaders had used this feedback to form an action plan in order to implement changes and improve practices based on the feedback received and any other areas they had identified for improvement.

Leaders ensure staff are suitably qualified to carry out their roles effectively. We saw evidence on the staff files that annual appraisals and individual supervisions had taken place regularly. There were files in place for each staff member, most of which contained all the required information. However, there was one staff file which did not contain any evidence of the staff member's identity documents. Records we viewed also confirmed staff had opportunities to attend regular training to enable them to carry out their roles effectively.

We saw evidence on file of information gathered from parents detailing children's specific needs, likes and dislikes. Staff had positive relationships with parents and shared information verbally at the end of each session. We saw the person in charge and staff talking with parents when they came to collect their children, sharing feedback with them. Parents we spoke with stated they were happy with the service, they received plenty of information and told us staff and leaders were approachable. Leaders and staff told us how they had formed positive partnerships with the school and how they had recently been given a section of the school's outdoor area solely for their use. Some staff also

worked at the school, enabling a smooth transition between both settings and ensuring information could be shared effectively.

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 leaders the service was not compliant with the following regulation. We have not issued a non - compliance notice on this occasion as we did not find evidence of an adverse impact on children's well-being. However, leaders must take action to address this matter:

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 one staff file did not contain any identity documents to verify the staff member's identity. The person in charge acknowledged this and assured us all regulatory documents and information would be included on staff files and that these would be stored at the service.

We made also the following good practice recommendations for leaders to consider:

- To review the transition between snack time and the following activity to reduce the amount of time children need to wait and reduce the likelihood of them becoming bored or frustrated, and
- to record the date on which risk assessments are reviewed on each respective record.

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 20 June 2019 between 9:05 a.m. and 14:10 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, registered person, person in charge and 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	Childrens Day Care
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	Sessional Day Care
Registered Person	Catherine Bayliss
Person in charge	Angharad Blears Catherine Bayliss
Registered maximum number of places	26
Age range of children	2 ½ - 4 years
Opening hours	9:00 a.m. – 12:00 p.m. and 1;00 p.m. – 3:00 p.m. Monday to Friday during school term.
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	8 March 2016
Dates of this inspection visit(s)	20 June 2019
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	Yes, 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:	

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