



Childcare Inspection Report on

Cylch Meithrin Llanarth

**The Cabin
Ysgol Gynradd Llanarth
Llanarth
Aberaeron
SA47 0PA**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date of Publication

12 December 2018

Welsh Government © Crown copyright 2018.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

Description of the service

Cylch Meithrin Llanarth was registered in 2008 and provides sessional care for a maximum of 20 children from two years of age. They operate from a portacabin on the grounds of Ysgol Gynradd Llanarth. The hours of operation are 9am to 11.30am, Monday to Friday, term time only. The registered persons are Diana Watters and Sian Williams. The person in charge is Diana Watters. The language of care is Welsh. Flying start places are available at the service.

Summary of our findings

1. Overall assessment

Children attending Cylch Meithrin Llanarth are very happy and well settled. They are cared for by nurturing, kind and established staff who are committed to meeting their individual needs. The children evidently enjoy their time at the service and benefit from planned activities and unstructured play opportunities. Parents are happy with their children's progress and the service that is provided.

2. Improvements

They have installed a new canopy for the outside area and purchased a new large sand pit for the outside area.

3. Requirements and recommendations

We recommend that the provider:

- formalises supervisions for individual staff members and
- ensures that fire safety equipment is checked annually.

1. Well-being

Summary

Children at Cylch Meithrin Llanarth are listened to and are able to make choices. They are happy, secure and enjoy the opportunities available to them. They have good opportunities to foster their independence.

Our findings

1.1 To what extent do children have a voice?

Children at Cylch Meithrin Llanarth have choice, are listened to and communicate with each other and the adults who care for them.

Children had opportunities during the session to make choices. On arrival at the service, children chose from activities such as jigsaws, role play, wooden blocks and play dough. They freely moved around and were obviously used to the routine. Outside children chose to play in the mud kitchen, sand trough or play with a ball. When children made requests, they were listened to and reacted to positively. For example, children asked for and received various fruits during snack time. A child handed a book to a member of staff who was sitting on the carpet and then promptly sat on the staff member's lap. The staff member reacted positively and read the story to the young child. Children's non-verbal clues were reacted to positively. During a movement session, one young child held up their arms indicating they wanted a hug. A member of staff reassured the child and gave them a hug.

Children have a strong voice.

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

Children are content and well settled at the service. They are happy, relaxed and feel valued by staff.

Children arrived happily at the service and waved goodbye to their carers. Children approached staff for hugs and reassurance at various times during the session. Staff responded to children warmly. Children were relaxed and completely engrossed in their play. They busily filled their role play saucepans with counters from the mathematical corner, completed jigsaws and made play dough cakes. Outside children sat in the sand trough filling buckets with sand or filled containers with compost in the mud kitchen. Children approached staff to talk to them about their birthday or an item they had brought in from home. They were pleased when staff responded enthusiastically, asked for details about their gifts, and told them how much they liked the child's toy. Each child was asked how they were feeling. The children were able to describe their feelings and place their photograph on the appropriate 'feeling picture'. Parental questionnaires confirmed that children enjoyed their time at the service. For example, one wrote, "My child looks forward to attending every day."

Children consistently feel safe, happy and valued.

1.3 How well do children interact?

Children are beginning to understand their feelings and are able to share, take turns and co-operate.

Children play alongside each other, in pairs and small groups. A child completing an insert jigsaw gave a piece of jigsaw to their friend so that they could complete their jigsaw. Children and staff collaborated to complete a large floor jigsaw. Children happily shared resources in the sand trough, mud kitchen and in the play dough. One child cut a piece of their own play dough to give to their friend so that they could join in the play and another collected two scissors from a pot before handing one to their friend. Children involved the staff in their play handing them cups of tea and play dough cakes. Staff pretended to eat the cakes and drink the tea. Two children had a role play conversation on their mobile phones and children happily held hands to go outside. During a movement session, children held hands and enthusiastically jumped around to the music.

Children interact well with each other.

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

Children are engaged and interested in their play. They sustain interest in activities and are familiar with structured and free play.

Children explored their environment freely and confidently got out toys and resources, as they wanted. One child happily opened a drawer and took out a length of ribbon, and concentrated for some time threading beads onto the ribbon. They happily spent time cutting play dough into cakes. Children became animated and excited when it was time to go outside to take part in “ffit mewn pump.” One child excitedly said to their friend, “Let’s go! Let’s go!” Children listened attentively to a story, “Popi a Macs.” They enthusiastically answered questions regarding the characters and events in the book. During a singing session, children waited with anticipation to see what prop would come out of the song bag. For example, a puppet of a crow prompted a song about ‘Jac y Do’ and coconut shells prompted songs about horses.

Children thoroughly enjoy their play and learning.

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

Children have opportunities to develop their skills and independence.

Children independently self-registered by placing their photograph on a chart. They also placed a photograph of themselves onto a picture indicating how they felt. For example, happy, sad, angry or frightened pictures. Children washed and dried their hands before snack. They collected their own coloured bowl and chose what fruit they wanted to eat. After eating snack, children disposed of waste food in a recycling food bin and placed their empty bowl and cup on a tray. They tidied up at various times during the session and were obviously used to the routine. They were encouraged to put on their own coats and bags at the end of the session. Children showed good fine

motor skills when using scissors to cut play dough and good gross motor skills when participating in ball games.

Children develop well and have good opportunities to practise their independence.

2. Care and Development

Summary

Staff consistently meet children's needs because they know them well. They are committed to providing varied activities for the children.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are aware of the service's child protection policy and know the procedure to follow if they have a concern about a child. The service promotes healthy lifestyles.

Staff knew that safeguarding children was a high priority and had good understanding of dealing with concerns or disclosures when given scenarios. Staff had updated paediatric first aid training and there were clear procedures in place to deal with incidents. Staff and parents signed accident and incident logs. Staff ensured that children washed their hands before sitting down for snack. Fruit, water and milk were provided as a healthy snack. The outside area was an integral part of the service and children had the opportunity to play outside daily. Children take part in busy feet, jabadao, "ffit mewn pump" and in a national teeth cleaning scheme.

Staff are competent at keeping the children safe and healthy.

2.2 How well do practitioners manage interactions?

The service has a promoting positive behaviour policy and staff are consistent in their approach in managing interactions.

Staff praised children for good behaviour and responded kindly to children who wanted a cuddle or reassurance. Staff reassured one child that their parents would be collecting them in a short while. The child sat for some time in the staff member's lap before deciding to return to play. Staff reacted positively and consistently throughout the session. One child decided they did not want to clean their teeth. They wandered away from the table. Staff praised the children who continued to clean their teeth and shortly the other child returned to brush their teeth. Children were rewarded for exceptionally good behaviour with a star for their chart. When ten stars were collected, the child was allowed to take their elephant star chart home. Children excitedly pointed to their chart, indicating they only had one star to collect before taking the chart home. Staff gave children high fives and praise and we heard them saying "Da iawn" and "Ardderchog" on numerous occasions.

Staff manage interactions well.

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

Children are looked after by caring and nurturing staff who know the children's preferences and individual skills.

Staff implemented the principles of the foundation phase and planned activities around various themes. Staff planned activities and visitors around a theme such as our homes. Each area of the inside and outside area provided enhanced provision around the theme. For example, a building area outdoors included cement created from corn flour and cocoa powder as well as Bob the builder's shop. Inside children's names for registration included pictures of various homes such as flats, bungalows and detached houses. Observational notes were kept of children's development in all areas of the foundation phase and these fed into the planning of activities. Staff implemented the CHATT language programme and keep detailed notes on each individual child's development and targets. The service recorded children's preferences such as favourite toys and favourite things to do prior to them starting at the service. Staff ensured that children with additional needs were given the same opportunities as the other children.

Staff promoted children's play, learning and development competently.

3. Environment

Summary

The environment allows children to play in a safe area with a range of opportunities and resources. The area is set up to meet all areas of the foundation phase. The outside area is enclosed and well developed.

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 risks are identified and eliminated as far as possible.

The door was kept locked and a visitors' book was actively used. Regular risk assessments were carried out for the indoors, outdoors and visits to the community. Staff kept the premises clean and cleared up at the end of each session. Leaders ensured that electrical equipment were PAT tested and they kept cleaning equipment safely in a cupboard that children had no access to. The electrical heaters were tested annually. The service had registered with the local food standard agency and had a rating of five. Fire drills were logged and carried out regularly. A current public liability certificate was displayed on the service's notice board.

Staff efficiently ensure the safety of the environment.

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

The inside environment is welcoming and child friendly with lots of children's work and colourful displays. The outside area is an integral part of the service and is well developed.

The inside environment is organised to meet a wide range of play areas suitable for children; role play, creative, small world, reading, information technology, mathematics, jабadao area and mark making. Colourful displays included children's painting of their feelings, a visit by a local builder and children's painting of Van Gough's sunflowers. Resources were stored at a low level and easily accessed by the children. The outside area was very well developed and well resourced. A canopy provided shelter and enabled the outside area to be utilised fully. The area was organised to meet a wide range of excellent play opportunities. For example; music, mud kitchen, sand trough, quiet shed for reading, role play shop, bug hotel and building area.

The environment is exceptionally well suited for the children.

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

Children benefit from good quality resources, equipment and toys.

The equipment and resources were of good quality and suitable for their purpose. Staff provided child sized furniture to allow children to sit at tables independently and to access toys and equipment. Resources and equipment were in good condition and clean. There were ample amounts of resources for the children to choose from. Multicultural books and toys were available and used when looking at a particular theme such as Chinese New Year and Diwali,

Leaders and staff provide and maintain good quality resources and equipment.

4. Leadership and Management

Summary

Leaders at Cylch Meithrin Llanarth ensure that the service is well run and correctly staffed. They ensure that children's needs are met and that the staff are provided with regular training opportunities. The service has good links with the community.

Our findings

4.1 How effective is leadership?

Leaders are compliant with the child minding and day care (Wales) regulations 2010 and meets the national minimum standards for regulated childcare for children up to the age of 12 years.

Leaders ensure that the staff fully implemented the service's policies. Policies are reviewed annually. The team of staff work well together with the support of the leaders. The statement of purpose complied with the national minimum standards, provided an accurate picture of the service and was updated regularly. Staff worked well together and evidently had a positive relationship with parents, who gave complimentary feedback about the service. This was confirmed in parental questionnaires that stated, for example, "I am very pleased with Cylch Meithrin Llanarth. My child's speech, development, self-discipline and behaviour has improved. My child speaks very fondly of staff."

Leadership is effective at this service.

4.2 How effective is self evaluation and planning for improvement?

Leaders review the service regularly and take into consideration the views of parents and staff.

Leaders reviewed the service annually and produced a report. Leaders set targets to develop and improve the service. Last year's report highlighted the need to develop the outside area. A new canopy had been installed and a large sand trough had been purchased. This year's report highlighted the need to improve information technology resources. Leaders had applied for a grant to buy new IT equipment.

Self-evaluation and planning for improvement is good.

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

Leaders ensure that the service is correctly staffed and that there are enough activities on offer for the number of children attending.

Staff files contained all relevant documentation and all necessary checks had been carried out. Staff were suitably qualified. Annual appraisals were carried out and identified training needs and personal targets for development. Staff meetings were held weekly however, but formal one to one staff supervisions were not undertaken. All core training was up to date and staff had attended a number of other training such as; the incredible years, Elklan, British sign language, den building and jabadao.

Management of staff and other resources is sufficient.

4.4 How effective are partnerships?

Leaders and staff enjoy good relationships with parents and carers. They have good links with the feeder school and other outside agencies.

Parents and carers at the service spoke very positively about the service and the staff. Parents told us that they were happy with the information they had received about the service prior to their child starting at the service. They felt well informed about the development of their child and especially liked the parents' mornings when they called in at the service to speak to the leaders regarding their children's development.

Parents also told us they felt it was beneficial to the children to be on the school site as this helped their transition to school. Leaders ensure that children with additional needs were given the support they need through seeking advice and guidance from outside agencies. Leaders produce written reports on children's development for parents and the school. They arrange transitional visits to the school for the children.

The service has good partnerships with parents, links with the community and outside agencies.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommend that the provider:

- formalise supervisions for individual staff members and
- ensure that fire safety equipment is checked annually.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections.

One inspector undertook a visit to the service on the 17 October 2018 lasting 3.5 hours. Feedback was given at a later date over the phone.

- We inspected a sample of documents and policies including staff files, children's files, training records, accident logs and planning records;
- we observed children using SOFI (short observational framework for inspection) tool to capture evidence of children's engagement and the care provided by staff and
- we spoke to the parents, staff and children.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Sian Williams Diana Watters
Person in charge	Diana Watters
Registered maximum number of places	20
Age range of children	2-4 years
Opening hours	9am-11.30am
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	1 December 2015
Dates of this inspection visit	17 October 2018
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:	