



# Childcare Inspection Report on

**Cylch Meithrin Y Bontfaen**

**The Broad Shoard  
Cowbridge  
CF71 7DA**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date Inspection Completed**

06/06/2019

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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 Y Bontfaen was registered in May 2010 and provides a full day care service for a maximum of 19 children. The service operates from a purpose built porta-cabin located between Cowbridge leisure centre and Cowbridge medical centre and is open between the hours of 9:00am and 3.00pm, Monday to Friday, term time only. The language of the service is Welsh. The organisation is registered with the Care Inspectorate Wales and the responsible individual on behalf of the committee is Helen Roddick. The person in charge is Sarah Clanfield.

## Summary

Theme	Rating
<a href="#">Well-being</a>	Good
<a href="#">Care and Development</a>	Good
<a href="#">Environment</a>	Good
<a href="#">Leadership and Management</a>	Good

### 1. Overall assessment

Children have lots fun at this service and they have a strong voice. They are listened to and make choices confidently. They are cared for by experienced and caring practitioners who provide stimulating activities for them. The environment is child friendly, safe and set out with plenty of toys and equipment to develop skills. Leaders ensure a very effective level of care is provided for children by a committed team of practitioners.

### 2. Improvements

We recommended that staff DBS certificates were removed from staff files and returned to the individuals. This was done immediately. The person in charge has made improvements in relation to leadership and management and ensured that a quality of care review is carried out annually.

### 3. Requirements and recommendations

We have made some recommendations in relation to leadership and management. These are listed at the end of the report.

# 1. Well-being

Good

## Summary

Children have a strong voice, express themselves and make choices confidently according to their stage of development. Children feel secure and valued. They are active and curious learners and enjoy a variety of experiences at this service. Children are learning skills through play, for example dressing up, painting, and learning Welsh vocabulary, and as a result are developing well and becoming independent.

## Our findings

Children are listened to and their choices respected, because of this children have a strong voice. After registration and circle time children were asked by staff where they wanted to play, and they chose their activity before heading off. We saw a child paint at the easel for a few minutes before removing her apron and moving on to the table with puzzles on.

Children used non-verbal signs to ask for assistance. When a child wanted his sleeves rolled up, he held his arm out to a member of staff who asked, "*Do you want me to roll your sleeves up?*" and he nodded in response. Leaders told us that children were part of the planning process for an extension to the service and were asked what type of areas they wanted included in the plans. Children who need a service through the Welsh language receive one.

Children felt very safe, happy and valued. Children confidently told staff when another child had been confrontational towards them. Upon arrival, children choose a happy, sad or neutral face to the self-registration board to show how they felt today. Parents told us their children had settled easily and did not cry when they were left. Children had close bonds of affection with the practitioners and confidently approached them for cuddles.

Children interacted well with each other and the practitioners. Older children were encouraging younger children to try new things. For example, a young child was climbing the steps up the slide outside, and took her time. An older child stood close by and said, "*You can do it, you're nearly there!*" We saw some confrontation where a child took a toy from another child's hand. They looked down as they were told about being nice and kind to each other because they are all friends. Some children confidently said 'please' and 'thank you' at snack time, others needed reminding.

Children are engaged and motivated in their play and learning. They were very excited when they worked together to build a tall tower from large plastic bricks, and shrieked in excitement as it toppled over saying, "*Let's do it again!*" Children role played with toy animals and made roaring noises with lions and dinosaurs.

Children are developing skills to promote their all-round development and independence, therefore make good progress. They counted up to ten and were able to say which day it was and what the weather was doing. Children ate and drank independently and used the toilet as they needed and washed their hands afterwards.

## **2. Care and Development**

**Good**

### **Summary**

Practitioners successfully keep children safe and healthy in a caring atmosphere. They manage interactions consistently and are good role models, using positive strategies. Practitioners promote children's learning through play effectively, providing stimulating activities and meeting children's individual needs.

### **Our findings**

Practitioners understand and implement policies and procedures for the service consistently. They had completed safeguarding training and knew who to contact in the relevant agencies if they had concerns. All practitioners had current first aid qualifications and accident forms showed they had dealt with incidents appropriately. Leaders provided healthy snacks and drinks such as crackers, fruit, cheese and water or milk. Staff gave safety messages to children who were attempting to climb the gate into the kitchen area. Staff ensured children enjoyed the benefits of playing outside regularly. Records of regular fire drills showed that practitioners and children know how to evacuate the premises safely.

Practitioners manage children's interactions consistently and positively, helping the children to cooperate and learn social skills. They used distraction techniques successfully and praised children often, for example for tidying the toys away. Staff were consistent and used the phrase "no thank you" when they saw any negative behaviour. Staff went down to child's level and made individual eye contact when explaining slowly and clearly, what was happening next to those children who had not processed original instructions to what was happening next.

Practitioners met individual needs effectively as they knew the children well. They provided a nurturing and caring atmosphere and gave responsive care as they knew and acted upon details about the children the parents had shared both verbally and in registration forms. Practitioners promoted the development of all children by planning and providing good play and learning experiences. They effectively promoted the Welsh language as the children understood what was said and responded in Welsh. Parents told us that they were genuinely shocked at how quick their children had picked up the Welsh language since attending the service. Daily logs were completed for each child with information such as food eaten, activities done, their friend today and general comments.

### **3. Environment**

**Good**

#### **Summary**

The environment is spacious, light, colourful and safe. The quality and variety of the resources are good. Leaders provide a clean, secure and safe environment and risk assessments ensure all practitioners are aware of how to keep children safe. They ensure children are supervised well both inside and outside by knowledgeable staff.

#### **Our findings**

Leaders ensured that the environment is safe and secure and children are supervised well. The main entrance was locked and visitors were allowed in by staff who verified their identity before signing the visitor's log. All areas inside and outside were hazard free and leaders completed risk assessments successfully. Staff recorded children and staff arrival and departure times daily. Regular fire drills were carried out and we saw records of who was present and any issues presented.

Leaders provided a child friendly and interesting environment for children. Areas of play and learning were set out at child height for children to access easily. Indoors, children used child sized chairs, tables and furniture. Pictures of the children and their work were attractively displayed. Children had access to a large outdoor area to the rear of the building, which included a sheltered decking area for quiet times and reading, mud kitchen, climbing equipment, sand trays, water tubs and large planters where they grew vegetables and flowers.

Leaders had ensured children had access to a range of good quality, stimulating play and learning resources. Activities and toys were available in sufficient quantity both inside and outside to ensure children had an interesting choice. All toys and games were clean, in good order and stored in labelled boxes at child height. Equipment and furniture was suited to the ages of children attending.

## **4. Leadership and Management**

**Good**

### **Summary**

Leadership is very effective. The responsible individual and person in charge collaboratively strive to provide a high quality service. Policies and procedures are available and regularly reviewed. Self-evaluation shows that improvements are made. Leaders manage staff well and they ensure they have sufficient ongoing training, support and resources. Partnerships with parents and others are very effective and benefit children and their families.

### **Our findings**

Leaders set achievable expectations to promote improvement and good outcomes for children. There was consistent practice throughout the service and practitioners worked well as a team. Leaders complied with the national minimum standards and regulations and demonstrated confidence in their roles and responsibilities. The statement of purpose is accurate and is a true reflection of what the service offers. The person in charge and staff are supported by the responsible individual as well as the committee, who visit regularly offering their support.

Leaders have complied a quality of care review and had taken into account parents, children and staff views. Parents had voiced concerns for lack of space on the table to store children's lunchboxes in the foyer area. Leaders had replaced it with a larger unit. We saw children's comments about what they like or don't like at the service. Leaders have plans to improve the ICT area and resources at the service. The biggest plan for the next year will be to extend the building so they can accommodate more children who are waiting for places.

Leaders and parents told us that they have established excellent partnerships with parents, local school and the community. Parents told us that the service is very significant to the local community. A fund raising event in 2018 resulted in a vast turn out from the local people where £16,000 was raised which will go towards the extension. Parents told us that their own children won't benefit from it, but it was important for them to ensure they secured funds for the work to go ahead and secure the future of the service. Leaders have arranged visits into the service from the fire brigade. The local police officer visits twice a year. During a term where the theme was 'people who help us' leaders took children to the local vets, dentist and opticians. The teacher from the local school visits at the end of each term to meet the children due to move up to school. Prior to starting, staff from the service spend two days with the children at school to ensure a smooth transition.



## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

We recommended that leaders:

- offer staff training on 'The Prevent Duty;' and
- refer to the 'Food and nutrition best practice guidance'.

## **6. How we undertook this inspection**

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector undertook one announced visit to the service on 6 June 2019 for a total of six hours. Feedback was given over the telephone on the 12 June for a total of 30 minutes. As part of the inspection we:

- observed children and the care being given to them by staff;
- spoke to leaders, staff, children, parents, carers and grand parents;
- looked at a sample of documentation which included staff and children's registers, staff files, risk assessments, accident logs; and
- viewed the premises inside and outside.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Helen Roddick
Person in charge	Sarah Clanfield
Registered maximum number of places	24
Age range of children	2 – 5 years
Opening hours	Monday to Friday, 9.00am – 3.00pm, term time only
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	16 June 2015
Dates of this inspection visit(s)	06 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?	This is a service that provides the '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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