



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Cylch Bethesda

**Old Sports Hall
Barry Sports Centre
Colcot Road
Barry
CF62 8UJ**



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Description of the service

Natalie Kinson is registered with Care Inspectorate Wales to provide care for up to 24 children aged between two and four years old at Cylch Bethesda. The service operates a packaway service from a sports hall in Barry, Vale of Glamorgan. Sessional care is offered between 09:30 and 11:45, and a wrap around service is offered between 11:45 and 13:00 weekdays during term time. Natalie Kinson is also the Person in Charge (PIC). This is a bilingual service.

Summary of our findings

1. Overall assessment

Children enjoy and learn from a range of interesting activities and experiences. They are well settled and relaxed in their surroundings, they engage well with other children and staff and there are caring and affectionate interactions between staff and children. Staff have good knowledge about children's individual needs and provide nurturing, supportive care. The indoor environment is welcoming for children, and well resourced. The service does not have outdoor play facilities. The service is managed by a committed RP who has a number of policies and procedures in place to ensure the service is run in accordance with Regulations and National Minimum Standards.

2. Improvements

Recommendations made at the last inspection have been addressed, including ensuring children's privacy and dignity is maintained at all times, and purchasing of storage equipment for children's belongings.

3. Requirements and recommendations

We did not identify any areas of non compliance at this inspection. We made some good practice recommendations in respect of the Care and Development, and Leadership and Management themes.

1. Well-being

Summary

Children have opportunities to develop good skills and improve knowledge as a result of the activities and experiences provided at the service. Children feel secure and comfortable in the service and they are confident to speak up. They frequently interact with their peers and those who care for them. Overall, children have access to suitable resources which promote their all round development.

Our findings

1.1 To what extent do children have a voice?

Children have a voice at the service. We saw children could freely choose what they played with and follow their interests and were able to choose from a wide variety of stimulating activities. Children's self-expression is encouraged and we heard staff carefully listening to children and showing interest in their conversations. Staff gave children time to respond to questions and gave positive responses to them which acknowledged and valued their attempts at communication. Children communicated confidently with staff and it was clear that they trusted their carers.

Children's rights to express themselves freely and to make choices are respected and promoted at the service.

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

Children arrive at the Cylch happily and settle quickly. We saw they were keen to get involved in activities. They played together in small groups undertaking activities, and some children preferred to sit alone and undertake individual tasks. We heard children calling staff by their name, and were comfortable asking for adult support if they needed it. Children's birthdays are displayed on a wall in the main room, however we recommended that photographs and children's artwork be displayed to give children a further sense of belonging at the service.

Children feel safe and happy at this service which values them as individuals.

1.3 How well do children interact?

Children play well together and are learning to share and co-operate. There were a number of instances observed when children waited their turn before using resources and equipment. We noted that children sat happily together at snack times and they were gently reminded by staff to use their manners. The activities, games and routines available promote turn taking, sharing and problem solving. Children are familiar with these concepts. We saw that many of the children are beginning to understand their feelings and are learning self regulation strategies. how to cope with frustrations.

Children interact well and learn social skills at this service.

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

Children enjoy and are engaged in their play and can also relax and have quiet times. Children have access to activities and resources which are appropriate for their age and stage of development. Throughout our visits there was a balance of both self directed and adult directed play available such as circle time and specific craft activities for the children to choose from.

Children enjoy the play and learning opportunities available to them at the service.

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

Children are developing their all-round skills in line with their age and stage of development. They were confident to go and find toys and materials without adult assistance. Most children tried out new experiences and gained a sense of pride from their achievements. At snack time, children were provided with a choice of snack. However, there were missed opportunities for children to develop their independence by serving themselves food, and pouring their own drinks, rather than staff doing it for them.

Children are developing at the service, however more opportunities to develop independence should be provided.

2. Care and Development

Summary

Care and development of children is appropriate. The staff are aware of their roles and responsibilities in providing good quality care and it is evident that they strive to ensure children enjoy their time at the service. There are suitable safety measures in place, children's health is promoted, staff manage interactions well and support children's development and learning.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have a good working knowledge of the policies and procedures in place to keep children safe and healthy. Most staff have paediatric first aid and food hygiene training. There is a Child Protection policy in place which contains the Prevent duty, however the policy needed updating to include contact details of the Local Safeguarding Team. Staff supported healthy eating and the service has achieved the 'Healthy and Sustainable pre school Scheme' and encourages children to brush their teeth through the 'Design to Smile' initiative. We saw that children were offered milk or water to drink at snack times, however they did not have access to drinking water throughout the session. Accidents and incidents were recorded appropriately, and signed by parents. We discussed with the PiC the need to also record any pre existing injuries children present with, and ask parents to sign.

Staff members are aware of their responsibilities to help keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff members follow the service's behaviour management policy which outlines the importance of positive behaviour strategies to promote children's welfare. We saw that staff were good role models and interacted respectfully with the children in a calm manner. We heard staff using friendly language which helped to build trusting relationships with children.

Staff support the emotional development of children by promoting positive behaviour and interactions.

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

The staff team provide nurturing care which meets children's needs. We saw the required ratios of staff to children were in line with National Minimum Standards. There is a key worker system in place and staff have an understanding of children's individual needs. We saw paperwork monitoring children's development and progress and noted that observations are regularly carried out and achievements shared with parents. Children are supported to learn about the differences and similarities of individuals from different cultures, promoting children's knowledge of diversity. We

noticed that resources were labelled bilingually or Welsh only to promote children's use of the Welsh language.

Children benefit from a staff team who work well together to provide play and learning opportunities for all children.

3. Environment

Summary

The service is a packaway provision operated from a building previously used as a sports hall. Facilities include a large hall, separate kitchen and toilet facilities. There are sufficient resources to keep children engaged and stimulated. Risk assessments are in place to ensure the safety of children.

Our findings

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

Leaders ensure the premises is secure and no unauthorised access is allowed. Visitors are required to sign in and out. We found that leaders ensure that staff understood their roles in relation to keeping children safe, using methods such as recording staff and children's attendance appropriately and asking parents to sign their children in and out. There was a safety gate in place to prevent children accessing the kitchen. We saw good attention was paid to assessing risks within the service. We saw fire safety was prioritised; there was a fire risk assessment in place, fire drills were regularly undertaken and had been recorded and monitored.

Leaders ensure the environment is safe for children.

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

Leaders ensure that children are provided with indoor play space which is child centred and welcoming. We saw that activities were well organised, and resources and equipment were accessible to children, however some storage boxes were not labelled which would assist children in choosing resources independently. The indoor space was used flexibly, with child sized tables and chairs used for eating and drinking as well as for activities. The toilet facilities were clean and accessible for children to use independently. Relevant information is displayed for parents in the entrance foyer, including staff photographs and insurance certificates.

Leaders ensure the environment provides adequate learning opportunities and experiences for children.

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

Leaders ensure that children have access to a range of good quality, developmentally appropriate play and learning resources. Children used low level chairs and tables at meal times, often joined by staff, which encouraged social interaction. Leaders ensured that a sufficient range of resources were available, including games, dressing up materials, puzzles, sensory toys, a home corner, construction toys and creative resources which the children were seen to enjoy using throughout our visits.

Leaders provide children with a sufficient range of resources and equipment to keep them engaged in play.

4. Leadership and Management

Summary

Overall, we (CIW) found that leadership and management of the service to be effective, with a number of policies and procedures in place to operate the service in accordance with the National Minimum Standards and Regulations.

Our findings

4.1 How effective is leadership?

There are appropriate systems in place for the running of the service. The Statement of Purpose is detailed and provides parents with information about the service so that they are able to make an informed decision about its suitability for their child. We noted that there were a good range of written policies in place which are reviewed annually. We looked at a sample of children's contracts, and found them to be complete with relevant parent consent in place for photographs. We found leaders had a sound understanding of their responsibilities to promote the Welsh language, and demonstrated that the service was working towards the Active Offer with regard to providing a Welsh language service.

Leadership of the service is effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders have procedures in place to assess the quality of the service and plan for improvement where necessary. The RP had completed a Self Assessment of Service (SASS), along with a quality of care report containing feedback from parents, staff and children. We saw that team meetings are held regularly and formally recorded, giving an opportunity for staff to collectively discuss any issues relating to the care of children.

The RP recognises their responsibility to review and plan for development of the service.

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

Leaders demonstrate they manage practitioners and resources well. There are safe, robust recruitment procedures in place, and we found that there was a stable team of qualified staff to offer continuity of care to children. Information contained in staff files was good. Supervision was held in line with National Minimum Standards for Regulated Childcare, however we discussed with the PiC the need to develop the current supervision and appraisal systems to provide staff with further opportunities to reflect on practice.

The service is managed effectively on a day to day basis.

4.4 How effective are partnerships?

Partnership working with parents is effective. The service is a member of an umbrella organisation which provides assistance if required, and the service has established

good links with external agencies to help children who require additional support. We viewed a sample of parent questionnaires which were all very positive, one parent said '*my daughter loves it here*', and another said '*staff are always extremely friendly*'. Valuable partnerships are in place to maximise the benefit of the service to children.

Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We discussed the following good practice recommendations with the PiC;

- display children's photographs to give them a further sense of belonging to the service;
- label storage boxes to assist children in choosing resources;
- ensure children have access to drinking water throughout the session which they can pour themselves;
- provide opportunities for independence at snack times;
- update Safeguarding policy to contain contact details of local safeguarding team;
- record any pre existing injuries, and get parents to sign, and
- further develop supervision and appraisal systems.

5. About the service

Type of care provided	Childrens Day Care Full Day Care
Registered Person	Natalie Kinson
Person in charge	Natalie Kinson
Registered maximum number of places	24
Age range of children	2 to 4 years
Opening hours	9:30 to 11:45 sessional care 11:45 to 13:00 wrap around weekdays during term time
Operating Language of the service	Both
Date of previous CSSIW inspection	11 September 2015
Dates of this inspection visits	16 March 2018 and 22 March 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 is working towards providing an 'Active Offer' of the Welsh language and operates as a bilingual service. We recommend that the service provider considers Welsh Government's <i>'More Than Just Words follow on strategic guidance for Welsh language in social care'</i> .
Additional Information:	