



Childcare Inspection Report on

Cylch Meithrin Penybontfawr

**Canolfan Pennant
Penybontfawr
Oswestry
SY10 0NT**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

08/05/2019

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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 Penybontfawr is registered to care for up to 20 children. Those who attend are between the ages of 2 and 4 years. It operates from the Community Hall of Penybontfawr which is in a rural village. The hall is also used by the neighbouring school, Ysgol Gynradd Pennant. The service offers funded places for 3 year olds and is also inspected by ESTYN. It is open Monday, Wednesday and Thursday between the hours of 08.45 and 11.45 and on a Friday 13.00 – 15.30. The running of the service is overseen by a registered person Heddys Jones. She is assisted in her duties by a person in charge and voluntary committee. The language used at the setting is Welsh and the Welsh language active offer is provided.

Summary

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

1. Overall assessment

This is a service with active, happy and relaxed children. They enjoy the activities and express themselves confidently. Caring and professional practitioners provide for the children and meet their needs. A varied programme of activities is planned for the benefit of all children. The environment is safe, suitable and there are ample good quality resources both inside and outdoors. The leadership is effective with an ethos of regular self-evaluation, and results in ongoing improvements. Practitioners are supported and there are close partnerships with parents and the school.

2. Improvements

Since the previous inspection:

- a list of snacks provided and a timetable of the daily routine has been displayed for parents and
- children enjoy a new reading area.

3. Requirements and recommendations

We made a recommendation in relation to practices in respect of cleaning the children's hands before eating.

1. Well-being

Good

Summary

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

Our findings

Children expressed themselves confidently and made appropriate choices and decisions because they could explore their environment freely and chose from areas set out. They helped themselves to a range of activities and brought out boxes of toys. They could choose where to play and who with. Children were confident to communicate because they knew their home language was given due consideration. Children expressed themselves in Welsh and English.

Children were content, spoken to kindly and had settled well. There were bonds of affection with the practitioners and this was evident when children had fun with them and much laughter was heard. They were comfortable, relaxed and confidently sought out the practitioners who they knew would help them, for example when unsure where their bag was at home time. Children have made firm friendships with each other as they played together and chatted with each other at snack time.

Children interacted well with practitioners. They co-operated with them when asked to come for circle time and at music time participated with the actions. Nearly all children took appropriate care of equipment and they shared resources without prompting. We heard children negotiating and working well together about which farm animals went into which pens.

Children were motivated and positively occupied in their play and learning. They enjoyed playing with small world items and taking part in an imaginative game about entering a circus, paying a fee and being given a ticket. They took it in turns to be performers, waving ribbons and pretending to eat popcorn. They also enjoyed rolling balls down a ramp made from plastic guttering and watching them roll into a ball pool. It was developed into a colour sorting game. They enjoyed singing to a tape with scarves and a child was heard to remark, "That was fantastic".

Children had a good variety of experiences including freely chosen, and self directed play which enabled them to gain a good range of skills such as speaking, listening, counting, and imaginative play. Children learnt about the weather and numbers in Welsh. They had secure relationships with consistent practitioners to help them gain confidence. Children had learnt to go to the toilet independently and to wash their hands, and most children could put on their coats. They helped themselves to toys and resources and their snack utensils.

2. Care and Development

Good

Summary

Practitioners are caring, nurturing and responsive to children's needs. They keep children safe and healthy by adhering to policies and procedures. They manage interactions successfully using positive strategies. Interesting activities are carefully 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

Confident and capable practitioners cared for the children and met their needs, such as knowing any allergies or medical needs. They supervised children well at all times. They understood and implemented policies and procedures for the service. All practitioners had attended safeguarding training and the required contact numbers were displayed, should a concern arise. Fire drills were practiced regularly and detailed records assured us children would be safely evacuated in an emergency.

Practitioners promoted children's health in a number of ways. All areas were clean and tables were wiped using anti-bacterial spray. A nutritious snack of cereal and milk was provided with water or milk to drink. 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. Outdoor play is timetabled daily but it was raining heavily so children didn't go outside. We saw photos of outdoor play. They enjoyed a time of music and movement inside instead. Children were encouraged to wash their hands independently after going to the toilet using the wash basins provided with a step. Before snack, they used a communal wash bowl in the main hall to wash their hands. As this practice is not hygienic, we brought this to the attention of the person in charge, who agreed to implement other hand washing routines.

Practitioners successfully applied agreed procedures to promote positive interactions through celebrating good behaviour. They were good role models, speaking gently with children and explaining procedures in terms they understood, such as how to operate the till. Practitioners were clear about behaviour such as not running, and gave children prior notice of when it was tidy up time. Practitioners encouraged and praised children for helping each other for example when they were tidying up.

Practitioners were caring, nurturing and responsive to children's needs for example if they needed help to carry their chairs. We observed them frequently interacting with the children, creating a relaxed atmosphere and helping them to engage with activities. Practitioners had provided children with named cards at snack time, which helped them to recognise their names. They used opportunities for children to count, for example, during snack and circle time. Practitioners were confident and relaxed having the qualifications and professional development to perform their roles.

Practitioners implemented the principles of the foundation phase, and written planning included adult led focused activities. Detailed dated records, photos and individual child observations fed into the written planning both termly and weekly, and included outdoor play and which skills to encourage. Welsh is the language of the service and most children understood everything that was said and some could use simple Welsh phrases and sentences to respond. The person in charge skilfully used visual aids and items to help children creatively at singing time, using sticks to beat a rhythm and waving scarves. We saw comprehensive registration forms and relevant parental permissions enabling practitioners to provide individual care.

3. Environment

Good

Summary

Leaders provide a secure environment and written risk assessments ensure all practitioners are aware of how to keep children safe. The space is suitable and children are supervised well by knowledgeable practitioners. Leaders also provide an environment which is varied, stimulating and suitable for the children. The quality and variety of the resources are good and enable the practitioners to successfully promote children's development.

Our findings

All areas were safe, there was no unauthorised access and a record was kept of visitors. The outdoor play area was enclosed and the gates were locked. Areas outside and indoors were free from hazards and there were comprehensive risk assessments, including a separate fire risk assessment which had been reviewed regularly.

Leaders ensured the whole environment provided for a wide range of play and learning opportunities. The areas used were spacious, suitable and included a large hall, kitchen, toilets, hand washing facilities and an enclosed outdoor play area. All areas were clean and tidy, warm, light, bright and child centred. They were used well by practitioners so that children always had activities to interest them and areas were set out at child height for them to access easily and furniture included child sized chairs and tables. The outdoor area supported the children's learning by implementing the foundation phase principles successfully and offering children a wide variety of experiences. For example, when using a weighing balance with pebbles. The environment was comfortable, stimulating and children had space for their belongings.

Leaders ensured all children had access to a wide range of good quality, developmentally appropriate play and learning resources indoors and outside. All were clean and in good condition and were in sufficient quantity to ensure children had a good variety and choice. We saw plenty of resources and materials in storage, and boxes were labelled for ease of tidying. There were also homemade games and cards. Multi-cultural events had been celebrated such as Chinese New Year and we saw suitable dressing up clothes to reflect wider society.

4. Leadership and Management

Good

Summary

Leadership is 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

Leaders have a sense of purpose that promotes and sustains improvement and good outcomes for the children. Leaders, including the person in charge, the registered person and voluntary committee, had a sense of purpose and expectations to promote improvement. We observed a happy, competent and well-supported workforce who had a good rapport with children and parents. Leaders ensured legal obligations were met such as public liability insurance and policies had been reviewed.

Leaders and practitioners know their service well and promote an ethos of continuous self-evaluation and improvement. There are systems for monitoring and evaluating the service provided and parents' views were being sought for the upcoming review. Regular self-evaluations had taken place with the early education teacher and these included what children enjoyed or preferred. Strengths and areas for development are identified and action taken to maintain performance and implement beneficial change, such as setting up a reading area for the children.

Leaders ensured recruitment is well managed to meet the needs of the children. Relief practitioners were available to cover absences ensuring consistency for the children and all had current Disclosure and Barring Service checks in place. We spoke to practitioners who confirmed they had a good experience during their employment. All mandatory training was up to date, leaders had completed annual appraisals and ensured the practitioners had a voice. New resources had been purchased such as coloured balls and a ball pool, reflecting the ethos of continuous improvement.

Leaders and practitioners were approachable and communicated openly with parents and relevant information was shared with them verbally, using a notice board and a secure social media page. Parents told us said they were very happy with the service and that the practitioners were extremely friendly and professional. Practitioners worked with outside agencies, such as the early years teachers and the school to ensure children have the best support to meet their needs. For example they hold transitional sessions for children to familiarise themselves with their classroom and teacher. Links with the wider community involve children going for walks around the area, going to post letters, and visitors are invited in to the service such as member of the fire service.

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 the provider should:

- Establish an alternative hand washing procedure before the children eat which follows best practice guidelines in relation to infection control.

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 08 May 2019 from 08.45 – 12.00. We reported our findings to the registered person by phone on 09 May 2019.

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 two practitioners;
- inspected the areas used and
- reported our findings to the registered person by phone.

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

www.careinspectorate.wales

7. About the service

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| Type of care provided | Childrens Day Care Sessional Day Care |
| Registered Person | Heddys Jones |
| Person in charge | Lyndsey Richards |
| Registered maximum number of places | 20 |
| Age range of children | 2 – 4 years |
| Opening hours | Monday, Wednesday and Thursday 08.45 – 11.45 and Friday afternoon 13.00 – 15.30 |
| Operating Language of the service | Welsh |
| Date of previous Care Inspectorate Wales inspection | 03 March 2016 |
| Dates of this inspection visit | 08 May 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 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: | |

Date Published – 17/09/2019