



Childcare Inspection Report on

Cylch Meithrin Trefeurig

**Cylch Meithrin Trefeurig
Ysgol Gynradd Penrhyncoch
Penrhyncoch
SY23 3EH**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Cylch Meithrin Trefeurig was registered in November 2013 to provide full day care for a maximum of 19 children aged two years and over. They operate from a self contained cabin on the grounds of Ysgol Trefeurig, Penrhyncoch. They operate Monday to Friday between the hours of 8:15 am and 6pm, during term time only. The registered individual is Nerys Lockyer and the person in charge is Jacqueline James. Care is provided through the medium of Welsh.

Summary of our findings

1. Overall assessment

Children are active and engaged in their play at this cylch. They enjoy the activities they do, such as outdoor play, mark making and role play and they learn to treat each other kindly. The staff treat the children fondly. However, there are issues with the environment and leadership and management of the service.

2. Improvements

Following the inspection, we received an updated statement of purpose, however this needed to be amended further. The person in charge confirmed the details of a staff member's DBS and confirmed that all staff files contained the information required by regulation.

She also confirmed that the following had been actioned:

- children's ideas are now displayed using a mind map and are included in the weekly planning of activities;
- staff ensure that they wash their hands along with all children, before food;
- staff date all children's work;
- staff ensure the safety gate at the entrance of the kitchen is in use throughout the entire session;
- a new first aid kit has been purchased;
- all drawers have been labelled with a visual clue as to their content;
- gate leading to the side door of the cabin has a lock on it;
- children attending after school are signed out by parent/carer;
- all permissions are in place for children;
- all staff have been booked on first aid and child protection training courses for March 2019 and
- the leader has located her supervision and appraisal records.

3. Requirements and recommendations

We notified the provider of the following non compliance and that improvements are needed in relation to: The Statement of Purpose as it did not include the information required by regulation and the national minimum standards; Employment of Staff: because not all staff members had received supervisions or appraisals; Fitness of Premises; this is because we

entered the cabin through an unlocked door on the day of the visit and Provision of Information; CIW have not been informed of staff changes.

We made recommendations in relation to the four themes. These are listed in more detail at the back of the report.

1. Well-being

Summary

Children at Cylch Meithrin Trefeurig are happy and enjoy their play. They have choices and are confident in communicating their likes and dislikes. Children are beginning to interact positively with support from staff.

Our findings

1.1 To what extent do children have a voice?

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

During free play, most children initiated their own play with some playing in the role play area whilst others chose to play with plastic animals or mark making using water and a paintbrush. Children had a choice of coloured paint and we saw them helping themselves to the resources outdoors during the afternoon session. When playing outdoors, children stated clearly which movement they wanted to do when asked by staff. Children also chose which ride on toy they wanted to play with. During snack time, children stated when they had enough to eat and chose what they wanted to drink. During the after school session, one child stated confidently that he wanted toast to eat.

Children have an active voice at this service.

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

Children are happy, settled and relaxed. The children have a warm relationship with staff caring for them and communicate with them confidently.

The children appeared settled and played with the resources laid out and moved around the base room self directing their own play. Children enjoyed sitting with staff during activities and some received one to one attention when they wanted, for example, after school, one child wanted a cuddle on the sofa whilst watching the television. Children were familiar with the routine and knew when it was time to go outdoors to play as they stood in a line by the door in readiness to enter the outdoor area. Children responded with smiles when they received praise for their work. Children told us confidently why they were given stickers and that they enjoyed at the cylch, "I am hapus."

Children feel happy and valued.

1.3 How well do children interact?

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

We saw children playing happily together as well as playing independently. After lunch, children stood in a line in preparation to enter the outdoor area. Children were smiling and chatting to each other. Children waited their turn patiently during circle time as they all went in turn to collect their name. During the outdoor session, children wanted to play with the same ride on toy and we saw one child allowing the other child to have the toy. Children chatted happily to each other during free play and during snack time. Indoors, whilst children made marks on the easel board using a paint brush and water, we heard one child ask another, "Can I play?" and the child responded, "Go and get a brush then." We saw children smiling at each other as they played with the paintbrushes and water. Children responded to staff members when they were told to be careful within their play as they played outdoors on the climb on apparatus.

Children interact well with one and other and with staff.

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

Children are engaged in their play.

We saw children freely exploring the resources that were available to them. Children enjoyed the free play session and were eager to access the role play area as well as the painting easel. We saw children involved in an activity with an adult, which involved discussing various feelings and wearing face masks that represented different feelings. They were focussed throughout the short session and proud to show their masks to us. We also saw children involved in a painting activity in the after school session. During the afternoon session, we saw children showing enthusiasm as they played with the ride on toys outdoors.

Children generally enjoy their play and learning.

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

Many children are confident and are able to do things for themselves. They are starting to gain independence and learn some skills through play.

We saw some children becoming independent through gentle encouragement and support from their carers. Children used a spoon independently to help themselves to chopped fruit from bowls and drank from cups during snack time. Some children cleared their plates into the food recycling bin after finishing their snack. Some children used the toilets independently and washed their hands with support from staff. We saw one child access the scissors independently and he sat on the floor cutting pieces of paper, without any staff intervention. The children responded well during carpet time, which involved looking at various flash cards as well as discussing the weather and we saw them show enthusiasm to answer questions. Some children showed confidence as they recognised their names

during the carpet session. During our visit, the children were mostly involved in free play and were very well behaved at the service.

Children are able to develop their independence to some extent. However, children's independence and learning is not always fully supported.

2. Care and Development

Summary

Staff provide a basic range of activities for children. They meet most children's needs because they know them well and are enthusiastic in their day to day routine. Although staff positively manage children's interactions in a kind and nurturing manner, and mostly keep children safe, there are improvements to be made in this area.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Overall, practitioners promote children's health and well being. However, some areas of improvement are needed to keep children healthier and safer.

During the afternoon of the visit, children attending the cylch were offered a selection of fruit and cake at snack time, along with a choice of milk or water to drink. However, children attending after school were offered cake or pizza. We observed some good hygiene practices such as staff wiping tables and encouraging the children to wash their hands. However, the hand washing was not always promoted. We did not hear staff remind the children attending after school to wash their hands before they had their snack. The staff member responsible for preparing and serving the snack, washed her hands before preparing the snack and wore an apron as she prepared the snack. The staff encouraged healthy lifestyles, by ensuring children had a physical movement session during the afternoon and children attending after school spent most of their time outdoors.

Upon arrival at the service, there were three staff members present, two of these were bank staff. All three members were not trained in first aid. The person in charge arrived later and she was first aid trained. As a result, there was not always a sufficient number of first-aid trained staff to meet national minimum standards. For example, one trained adult to every 10 children. They told us following the visit that all staff would be attending a first aid course. During the visit, we discussed child protection scenarios with staff and most responded appropriately. We found that one bank staff member was not confident in the procedure to follow if they had concerns about a child or if an allegation was made against the leader, as she had not received any training or been made aware of the procedure. We saw completed accident, incident and medication records which had been signed by parents, however not all records had been signed by the leader. We viewed the first aid kit and found items in the kit had expired. The leader confirmed that a new first aid kit had been purchased following the visit. Staff wore gloves and an apron to change children's nappies and we observed two instances where the procedure in the nappy changing policy was not followed correctly. Staff kept the gloves on after changing a soiled nappy to re dress the child and to take the nappy to the bin outdoors.

Staff are inconsistent in keeping children healthy and safe.

2.2 How well do practitioners manage interactions?

The staff are consistent in their approach in managing interactions. They set clear boundaries for children and manage their interactions in a developmentally appropriate way.

We observed staff praising the children frequently. Staff gave specific verbal praise so that children were clear on what they had done well, and they also gave stickers as rewards. We heard a member of staff saying, "Well done for going to the toilet" to a child and giving them a sticker. When a child was given a sticker, she was able to tell us that she had got it for going to the toilet. Staff managed their interactions with the children in a warm and caring manner, and provided close attention to their needs, likes and dislikes. Staff at the service were good role models for the children and were patient, gentle and calm in their approach.

Staff manage interactions effectively.

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

Staff do not always ensure that there is effective planning in place to promote children's development and as a result their developmental needs are not always met.

Staff implemented some principles of the foundation phase. We did not see specific planning of activities. There was little evidence in the base room of any current planning and planning implementation linked to themed displays, workstations and incidental learning. We viewed children's developmental files, which contained observations which detailed what the child had accomplished along with the date. There were also examples of work in the file, however these were not dated. During our visit, we saw a member of staff leading an activity on feelings. Most of the afternoon session was spent outdoors, with children taking part in free play. No other focus tasks were seen during the visit. Staff encouraged the children to develop their Welsh language skills and sang songs during 'carpet time' and conversed in Welsh throughout the session. During snack time, staff encouraged children to be independent to some extent, however opportunities were missed to further develop independence. Staff provided children with bowls of chopped fruit and a spoon to help themselves. A member of staff poured the water and milk for the children. Staff handed everything to the children and although we were told that a 'helper of the day' was in place at the cŷlch, this was not promoted during the visit. Staff collected children's coats and bags from their pegs at the end of the day and handed these to the children. We did not see staff encourage children to put on their coats independently. Staff were responsive to children's needs at times, for example we saw a member of staff promptly respond to a child that needed their nappy changed.

Staff do not consistently meet children's individual needs and miss opportunities to promote children's development.

3. Environment

Summary

Leaders provide a basic range of resources for children, which they can access independently. The environment is warm and welcoming. However, attention is needed to some aspects of the safety of the environment.

Our findings

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

Leaders use basic systems to keep the environment safe and secure. Improvements are needed to ensure that the environment is fully safe.

Leaders did not protect children from unauthorised access to the cylch because we found the door to the service was unlocked. Upon arrival at the service, we accessed the premises through a gate at the side of the cabin which led to an unlocked side door. We were not asked who we were. Staff continued to serve children their lunch and we were not asked to sign in. The leader confirmed that a lock has been placed on the side gate following the visit. The risk assessments had been reviewed in March 2017, however there was no risk assessment in place for all areas. Staff kept ducks in the outdoor area and children had contact with the ducks as they fed them. There was no risk assessment in place for this. The person in charge had recorded one fire drill on the register, however this only noted the date and not the number of children and staff. The fire drill was dated 10 September 2018. The leader told us that fire drills are practised with the school. All electrical equipment had been tested for safety. Staff cleaned the room as and when needed during the session, for example after snack. The leader told us that the school cleaners cleaned the cabin on a daily basis. The outdoor area to the left side of the cabin was cluttered and unorganised with excess toys, equipment and resources scattered freely over the area. The sand pit in this area did not have a cover in place, however the staff had placed a table at the entrance area in order to restrict children from accessing this freely during outdoor play. Staff changed nappies in the storage room and we saw two buckets full of dirty water and mops stored on the floor by the door. There was a safety gate in place at the entrance of the kitchen area, however this was not used during the visit. We saw a child access the kitchen independently during the visit.

Leaders do not fully 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 children's work displayed on the walls.

Leaders had ensured that the service was very well furnished throughout with child sized furniture that enabled children to access toys and equipment and carry out tasks

independently. Most resources were within easy reach to children in low levels drawers and units, however not all drawers were labelled with a visual clue as to their content. The room was arranged into clear themed areas, for example, a reading corner, computer area, role play area and craft area, however resources were minimal and areas were not enhanced. The role play area was not specifically developed to be a specific area, for example a shop or home corner. There was only one reading book available for children to access in the reading area. The computers were not turned on and as a result children could not access these. The craft area comprised of an easel, however there were no paints or paper made available for the children. There were some examples of the children's art and craft work on display, including fireworks and drawings of the children. The room was clean and comfortable. The outdoor environment was enclosed and was an integral part of the learning environment. There was a mud kitchen and performance stage outdoors, however there were no resources there to enhance the play. There was a storage shed in place and the person in charge told us that resources for older children were stored there, however we did not see these being made available for the older children attending after school. We saw that toys and resources were left out in all weathers and general wear was evident on several of the items, for example the ride on toys.

Leaders do not ensure that the outdoor environment is fully suitable.

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

Children benefit from resources, equipment and toys that are suitable for the needs and ages of the children.

Leaders had provided a basic range of play resources that were suited to the age of the children cared for at the cylch, however we did not see a wide range of resources suited for the older age range attending after school. Indoors, for example, they had provided children with role-play resources consisting of a play till and some dressing up clothes, a doll, plastic animals, paint brushes, play dough, paint and jigsaws. In the outdoor area, they had provided children with water play resources, a mud kitchen, white board for mark making, bikes and various plastic resources including ride on toys. Leaders provided a sufficient number of tables and chairs that were suitable for the children, as well as suitable cups and plates. Leaders had ensured that the toilet area was suitable and included low level toilets and sinks along with an enclosed designated nappy changing area.

Leaders ensure the resources and equipment are of good quality.

4. Leadership and Management

Summary

The leadership and management of the service needs to improve and there is a lack of evaluation and planning. Some essential paperwork is not available or not fully completed.

Our findings

4.1 How effective is leadership?

Leaders do not comply with all CIW regulations.

The organisation was not compliant with a number of regulations. These related to the employment of staff and ensuring the suitability of staff. The statement of purpose contained most of the information necessary. However, it did not include all details required by regulation. Leaders sent an updated copy following the visit. We did receive an updated version, however did not include terms and conditions and as a result this did not meet all regulatory requirements. Leaders had most of the required documentation in respect of each child attending the service, however there were inconsistencies in relation to parental consent forms. From the sample of files viewed, leaders had obtained consent to apply sun cream and to take photos, for some children. The leader confirmed, following the visit, that all general permissions were in place. Leaders had not obtained parental consents for children to have contact with the ducks. Leaders ensured that parents/carers signed children out as they collected their children from the cylich meithrin, however children attending the after school club were not signed out. The leader confirmed that this system had been implemented following the visit. The leader had failed to notify CIW of changes that new staff had been employed at the service. We discussed recording of accidents and incidents with the leader and she informed us that all accidents are usually recorded and staff are aware of the importance of this. The leader informed us that they inform parents upon collection of any incidents or accidents and keep in touch with parents via a messenger group and text messages.

Leadership throughout the service is currently not always effective or compliant.

4.2 How effective is self evaluation and planning for improvement?

Leaders had established a system for self-evaluation and planning for improvements.

Leaders had completed the quality of care review process and had made the report on the review available. The person in charge told us that they had gathered parents and children's views in questionnaires, however we did not see examples of these or how they had used the information gathered, for example, we did not see evidence of planning for improvement. We did see mind maps that leaders had created showing children's ideas,

however these were not displayed. The leader confirmed, following the visit, that children's ideas were now displayed and were taken into account in the weekly planning of activities. The leader showed us applications for various grants in order to further improve the range of resources at the cylch and after school club. She also said that the grant would be used to purchase a greater range of resources for the older children attending after school.

Self-evaluation and planning for improvement is sufficient.

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

Leaders have put in place contingency plans for staff absences. Leaders have not however established a system of regular staff supervision and annual appraisals.

Although leaders did ensure that staff files had been available at the time of the inspection they did not hold all the required information on each staff member as required by regulations and national minimum standards. The person in charge and assisting staff members held current and valid Disclosure and Barring (DBS) checks. There was no evidence showing that bank staff had valid DBS checks. Following the visit, the person in charge confirmed staff had DBS in place.

The leader confirmed following the visit, that all information was now in place in relation to staff files. We saw evidence that showed leaders had carried out some appraisals with two staff members, however there were no regular supervision sessions in place and this was confirmed by the person in charge. We did not see any completed records showing that the person in charge had received supervisions or appraisals. She told us on the day of the visit that she had received one to one supervisions and appraisals, however could not locate the records. The leader confirmed following the visit that she had found the completed records. The person in charge told us that the committee were in the process of compiling the documents and putting systems in place to implement regular supervision sessions and annual appraisals. Leaders demonstrated that there was current public liability insurance in place and the current certificate was viewed during the visit, however the certificate on display had expired. There was a display board showing staff members and copies of certificates, however staff displayed were not current and the registration certificate on display was not the most recent copy.

Management of staff is not effective or compliant

4.4 How effective are partnerships?

Leaders have good working relationships with parents and there are also good links with the local school.

We checked a sample of children's records and found that the person in charge had ensured that the children's needs and preferences had been recorded by parents and that a

contract had been agreed. Parents had signed to show that they had been informed when their children had an accident. We discussed community engagement with the person in charge and found that good links had been developed with the local school especially as the service was located so closely to the school site. We also saw that good relationships had been developed between the staff and parents/carers and that information about the children's day was shared with them. We spoke to parents and carers at the service who spoke very positively about the cylch. They were happy with the information received from staff about their child's progress. One parent told us, "I'm very happy with everything. I've seen development since my child started and staff are keen to share information with me" whilst another stated, "It's brilliant. I'm happy with everything."

The service has developed effective partnerships with parents.

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:

- staff record accidents promptly and ensure all records are signed by a parent/carer and staff member;
- all staff caring for children are fully aware of the Child Protection procedure and one staff member for every ten children is first aid trained;
- staff encourage opportunities for children to further develop their independence;
- hygiene practises are further developed, for example washing of hands and removal of disposable gloves after nappy changing;
- planning of activities is further developed to provide a cohesive and clearly defined link to children's learning opportunities and outcomes
- staff provide healthy snacks for all children attending;
- children's work is dated in the developmental files;
- staff further develop and enhance the play and learning areas;
- risk assessments are developed for all areas and activities;
- staff ensure mops and buckets are kept in a safe place, out of children's reach;
- fire drill records are further developed to include the number of children and staff present;
- resource drawers are labelled with a visual clue as to their content and
- all children are signed out by parent/carer.

6. How we undertook this inspection

This was a full inspection, brought forward on receipt of a concern about recording accidents.

- Two inspectors undertook a visit to the service for 4.5 hours on 13 November 2018. Feedback was provided over the telephone to the person in charge on 15 November 2018;
- we inspected a sample of documentation and policies including staff files, children's files, policies, training records, accident logs and planning records;
- we observed practice during the inspection visit and
- we spoke to the person in charge, children, parents/carers and staff.

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 Full Day Care
Responsible Individual	Nerys Lockyer
Person in charge	Jacqueline James
Registered maximum number of places	19
Age range of children	2-12 years
Opening hours	8:15am to 6pm, Monday to Friday, during term time only
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	22 May 2017
Dates of this inspection visit(s)	13 November 2018
Is this a Flying Start service?	No, however some children attending are funded by Flying Start
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:	