



# Childcare Inspection Report on

**Cylch Meithrin Penllwyn**

**Ysgol Penllwyn - Caban  
Capel Bangor  
Aberystwyth  
SY23 3LP**

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

**This report is also available in Welsh**



**Date Inspection Completed**

19/06/2019

**Welsh Government © Crown copyright 2019.**

*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](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

| <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 Penllwyn is registered to provide care for a maximum of 19 children under the age of 12 years. The service is situated in a cabin on the grounds of Ysgol Penllwyn, Capel Bangor, Aberystwyth. They are open 09.00 – 15.00 hours, Monday to Friday, term time only. The responsible individual is Llŷr Eurwyn Lewis and the persons in charge of the day to day management are Shirley Evans and Kathleen Julie Davies. The service provides Early Education and was last inspected by Estyn in January 2018. The Welsh language 'Active Offer' is fully implemented.

## Summary

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

### 1. Overall assessment

Children are developing exceptionally well. They are all active and curious learners and thoroughly enjoy choosing what they want to do from a broad range of stimulating activities. Staff meet children's individual needs effectively and provide an interesting range of activities indoors and outside. Leaders ensure children thrive in a stimulating environment which is secure, safe and clean. Leadership and management of the service is strong resulting in a good level of care for children by a committed staff team.

### 2. Improvements

Since the last inspection improvements include;

- Staff had completed three modules of the Healthy and Sustainable Pre-School scheme meaning they continued to plan and deliver a service in the context of the seven core aims for children in Wales based on the United Nations Convention on the Rights of the Child;
- staff had updated training to keep abreast of current practices, and
- new resources had been purchased benefitting children's play and learning experiences.
  
- Since this inspection we have received photographic evidence of the potato planter being safely relocated.

### **3. Requirements and recommendations**

We found the service did not meet one legal requirement relating to staff files. We found on this occasion, this did not affect the overall care of children so we did not issue a non compliance notice. We have brought this area for improvement to the attention of the responsible individual to be addressed.

Recommendations were made in order to improve practices in relation to care and development, the environment and leadership and management.

# 1. Well-being

**Excellent**

## Summary

Children have a strong voice, confidently express their opinions and make decisions for themselves. They are valued and form bonds of affection with staff and each other. Children interact well and unreservedly enjoy their play and learning activities. They successfully do things for themselves and have the confidence to use a broad range of materials to develop creatively, experiment and be imaginative.

## Our findings

Children were well settled and totally at ease choosing what they wanted to do and where they wanted to play. Some children really enjoyed making shapes or hiding toys in the pink glittered sand indoors whilst others chose to play in the fresh air. Children freely expressed their opinion and confidently told staff what they wanted to eat at snack time and were provided with their choice straight away.

Children were unquestionably familiar with the daily routine and, when asked, quickly came indoors to wash their hands before they ate. The task was completed independently, with all children waiting their turn and each knowing how to wash their hands properly and, after drying their hands, putting the paper towel in the bin. Children were successfully developing relationships and forming friendships as they played happily alongside each other or sat on a staff member's knee when they wanted comfort. Children consistently felt valued as what they had to say was always listened to and respected. For example, during circle time they each had opportunities to tell their friends a story or let everyone know how they felt. Amongst the stories related, one child just wanted to say to everyone they were feeling 'happy' and the child smiled.

Children were learning how to interact positively. Although there were occasions when they were reminded of the need to share resources, they listened to what was being said and understood the reasons why they should share with their friends, which they did. All children were polite and showed good manners, saying please and thank you for their food or drinks at snack time and when talking to staff called them 'Miss'. Children respectfully said good bye to a staff member who left after lunch and warmly welcomed her replacement.

Children experienced a broad range of stimulating and interesting activities. They enjoyed sitting together around the 'pretend' camp fire indoors with some using wooden stumps as a seat, carefully balancing so they did not fall off. Outside children had great fun in the pirate ship and successfully walked the plank when they wanted to get off. They explored the

whole environment freely and directed their own play. For example, they decided the flowers needed watering and went about filling watering cans from their hand washing sinks to take outdoors to the plants. Children enthusiastically sang a song about the days of the week in Welsh and responded accurately to questions asked about the weather during circle time. They focused extremely well on individual tasks such as using scissors to cut out shapes and developed their imagination by making up stories as they played with the small world figures. Children had good opportunities to do things for themselves. For example, they helped pour drinks of water and picked out the fruit they wanted to eat from the plate in the centre of their snack table.

## **2. Care and Development**

**Good**

### **Summary**

Staff are well organised, competent and motivated. They successfully promote children's all round development through varied and interesting planned activities and their caring and responsive approach. Staff are qualified and experienced and work effectively to meet children's needs. They understand how to keep children safe and healthy and successfully promote positive interactions through a consistent approach and being good role models.

### **Our findings**

Staff followed a range of policies and procedures in order to keep children safe and healthy. For example, through discussion we found they knew what to do should they have a safeguarding concern as per the service's policy in keeping children safe. Staff had attended Paediatric First Aid training so they could attend to minor injuries. Accident and incident records were signed by parents to acknowledge being informed. Staff fully understood the importance of good health and promoted the Welsh Government's Designed to Smile scheme and were about to commence the fourth module of the Healthy and Sustainable Pre-school Scheme. Staff made sure tables were cleaned before and after mealtimes to ensure potential cross infection was appropriately managed. However staff could benefit from completing Public Health Wales' Infection Prevention and Control Audit Tool to demonstrate how cross contamination is managed and where possible eliminated across the service.

Staff effectively managed positive interactions and gently explained to children why sharing with their friends was important; making sure appropriate language was used so children understood. Staff thanked children for helping, showing good manners or listening to instruction and always celebrated the event through plenty of praise directed at the individual. Staff were kind and respectful in their approach, modelled positive behaviour exceptionally well and made sure there was plenty for the children to do to keep them interested, busy and stimulated.

Staff were qualified, experienced and knowledgeable in the field of early years. They knew the children well and provided plenty of support and opportunities for children to learn through play. They followed the foundation phase curriculum and kept detailed development records for children receiving the early years funding so they had a clear account of how they planned for each child's learning and development. Less formal development records were kept for the remaining children. Staff paid high regard to children following their own interests and made sure planned activities promoted children's all round development and an understanding of their wider world. For example, they had involved children in the planting and growing of a comprehensive selection of flowers to attract wild



life and the extensive selection of fruit and vegetables could be eaten as they ripened. Staff worked extremely well as a team to ensure children received the care they needed.

### **3. Environment**

**Excellent**

#### **Summary**

The environment is secure from unauthorised access and procedures followed ensure children are kept safe. Leaders have put great effort into ensuring children are cared for in a stimulating and inspiring environment where they thrive. They give top priority to providing children with an innovative range of resources which are clean and in good order.

#### **Our findings**

Leaders ensured the environment was secure, both indoors and outside and we were asked to sign the visitor's book, meaning leaders ensured no unauthorised persons could access the premises. Leaders had established procedures to keep children safe. For example, cupboards were locked to prevent children accessing items that could cause them harm and staff used a food probe to check each child's school dinner was the required temperature before the meals were served. Risk assessments had been completed for trips away from the service but there were no written risk assessments to evidence how leaders managed and where possible eliminated risk within the whole environment. Although fire drills were conducted and recorded, leaders could consider practicing them more regularly to ensure all children know what to do should they need to evacuate the premises in an emergency. Leaders ensured children were supervised appropriately as was seen at inspection with staffing ratios sufficient.

Leaders ensured the whole environment provided an extensive range of play opportunities which successfully promoted children's all round development. High priority had been given to ensuring outdoor play areas were used regularly and were designed to encourage children to play and learn in the fresh air. For example, great emphasis had been given to nature and attracting wild life into the environment with bird boxes positioned for children to study should birds be nesting and wild flowers and plants to attract various insects. Leaders ensured the whole environment was child centred, warm and welcoming with signage in Welsh to encourage children to learn. Leaders were committed to making sure children had a sense of belonging in their environment with the children's work displayed on the playroom walls and they all had their own named drawers to place their items of importance.

Leaders provided an extensive range of resources which fully promoted children's natural curiosity to learn through play. Considerable thought had been given to making sure resources stimulated children's interest both inside and outdoors. For example and without prompting, children mixed mud and rain water in a trough and when they found an unripe plum fallen from the tree, planted it into a flower pot as they knew it should grow. Leaders

successfully used a broad range of commercial, household and recycled resources to inspire and motivate children. For example, pallets had been used to make the mud kitchen and an array of different sized metal pots had been set up outdoors as a music activity. A recycled wooden cable reel was used as a table, empty food cans from the school kitchen and plastic milk cartons had been turned into flower pots. Leaders ensured the well stocked herb garden and different fruits and vegetables provided children with plentiful opportunities to develop their taste, smell and touch senses.

## **4. Leadership and Management**

**Good**

### **Summary**

Leaders have a clear vision for the service with emphasis on a child centred approach and an active promotion of children's development. Leaders create a positive ethos and establish a strong staff team who have clear roles and responsibilities and deliver quality care to the children. There are established partnerships with parents, professionals, the wider community and the school.

### **Our findings**

Leaders had created a positive ethos, making sure children and staff felt valued. Staff told us they were supported by leaders and enjoyed their work. The service's statement of purpose provided parents with the information they needed to make an informed choice as to whether the service met their and their child's needs. Leaders made sure staff fully understood their roles and responsibilities to ensure the smooth running of the service and in their delivery of providing children with the care they needed. For example, staff files evidenced they had completed induction training when they started and attended training and courses to keep them abreast of current practices. Leaders were committed in providing the children with the best care possible by making sure children were looked after in an inclusive environment where they could develop and grow. The service was well organised with staff and leaders keen to improve the quality of care given to the children, thereby continually offering a better service.

Leaders completed ongoing assessments of the service provided, mainly in relation to their provision of the foundation phase. They had considered feedback from parents, staff, children and outside agencies in their annual quality of care report. Improvements included stronger relationships with the school who had also designated an area in the school's poly tunnel to give the service children opportunities to extend their knowledge of gardening. However, the annual quality of care report could be developed further to include all of the service's improvements to date and clearly note those planned for the future.

Leaders ensured staff were qualified, competent and experienced and as they had worked at the service for several years, they provided a consistency of care for the children. Leaders had staff files in place containing nearly all of the required information to evidence staff were suitable, including current Disclosure and Barring service certificates. Leaders set realistic targets for themselves and staff. For example, staff received an annual appraisal where plans for personal development were agreed and matters needing to be addressed were actioned. Staff supervision was conducted informally when the responsible individual visited the service or when committee meetings were held.

Leaders had successful relationships with parents, the school, professionals and the wider community. For example, a joint working plan for improving relationships with the school had been put in place, which included an agreement for the service children to attend the school for two days before they started in September. Positive relationships with professionals visiting the service, such as the foundation phase advisory teacher had been well established and enabled staff to improve practices in relation to children's play and learning. Leaders kept parents informed about their child's time at the service on a daily basis as was heard when parents collected their child at the end of the session. Leaders involved parents, children and the wider community in raising funds for the service for the children's benefit. For example, leaders organised a Halloween party in the village hall with donations received from local companies and help from volunteers; turning the event into a success.

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

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

Regulation 28 - Suitability of workers: there was not documentation in place to show that full suitability checks had been completed on all staff.

### **5.2 Areas of non compliance from this inspection**

We informed the responsible individual they were not compliant with the following regulation within The Child Minding and Day Care (Wales) Regulations 2010. However as we did not find evidence, on this occasion, that the well-being of children was affected, we did not issue non compliance notices but the responsible individual must take steps to address this matter.

**Regulation 28 of The Child Minding and Day Care (Wales) Regulations 2010** – the responsible individual needs to ensure all suitability checks have been completed on staff with copies evidencing this kept on individual staff files.

### **5.2 Recommendations for improvement**

Leaders could consider;

- Staff complete the Infection and Prevention Audit tool so they know how to manage and where possible reduce cross infection within the service;
- completing more regular fire drills to ensure all children are familiar with the routine;
- completing written risk assessments to demonstrate how potential risk is managed and where possible eliminated;
- recording individual supervision meetings with staff;
- tracking all children's progress in detail to enable staff to plan for their future play and learning, and
- developing the quality of care to include improvements to date and those planned for the future.

## 6. How we undertook this inspection

This inspection was undertaken as part of our normal schedule of inspections. One inspector undertook an unannounced visit on 19 June 2019 from 10.35 – 14.45 hours.

We;

- considered the service's previous inspection report and notifications sent to us during the year;
- inspected a sample of records, documentation and policies, these included the statement of purpose, risk assessments for trips away from the service, child protection, complaints and behaviour management policies;
- scrutinised two staff and two children's files;
- looked at the areas used by children and the resources on the day of our inspection;
- observed children and the care they received;
- spoke to children, the persons in charge and staff, and
- provided detailed feedback to the responsible individual of our findings.

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<br>Full Day Care   |
| Responsible Individual   | Llŷr Lewis   |
| Persons in charge  | Shirley Evans<br>Kathleen Davies   |
| Registered maximum number of places  | 19   |
| Age range of children  | 2 – full time school age   |
| Opening hours  | 09.00 – 15.00 hours, Monday – Friday, school term time   |
| Operating Language of the service  | Welsh  |
| Date of previous Care Inspectorate Wales inspection                            | 15 March 2017  |
| Dates of this inspection visit   | 19 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?                     | Yes<br>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:  |  |

Date Published 12/08/2019