



Childcare Inspection Report on

Cylch Meithrin Shotton

**Ysgol Croes Atti@glannau Dyfrdwy
Stryd Plymouth
Glannau Dyfrdwy
CH5 1JD**

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 Shotton is located in a classroom within the Welsh primary school Ysgol Croes Atti in Shotton. The children have their own outdoor play area. The service is registered to provide care for up to 19 children under the age of 12. Mudiad Meithrin are the registered providers of the service and are responsible for overseeing the day to day running and providing support to staff. The Responsible Individuals are Gwenllian Lansdown Davies and Leanne Marsh and the Person in Charge is Brioni Kardiz. The service is open during term time, between the hours 11.30am – 3.00pm Monday – Friday. Welsh is the main language used and the service is inspected by Estyn.

Summary of our findings

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 well and there are close partnerships with parents and the school.

2. Improvements

Since the previous inspection:

- children's health is better ensured as a wash basin has been installed in the main play room for children to wash their hands;
- children have a sense of achievement from being helpwr heddiw and being given simple tasks to carry out, and
- children can access play easier as areas of play and learning are permanently set out.

3. Requirements and recommendations

We made three recommendations in relation to fire drills, celebrating events to reflect a wider society and competing a report of the quality of care review.

1. Well-being

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

1.1 To what extent do children have a voice?

Children are encouraged to speak, are listened to and given choices.

Children expressed themselves confidently and made appropriate choices and decisions because they could explore their environment freely and chose from areas permanently set out. Children were confident to communicate because they knew their home language was given due consideration. Children expressed themselves in Welsh and English. Individual children were listened to when approaching practitioners with family stories. They participated well and were encouraged to express their opinions, for instance at circle time.

Children have a strong voice and know they are listened to and respected.

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

Children feel secure, happy and valued.

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 outside and much laughter was heard. As a result they were comfortable, relaxed and sought out the practitioners who they knew would help them and build their confidence. Children sang happily as they tidied toys away. Children gained a sense of belonging as their work was displayed and there was special space for their clothes and bags.

Children feel consistently safe, happy, valued and trust the practitioners.

1.3 How well do children interact?

Children interact positively with each other and the practitioners.

Children interacted well with practitioners. They co operated with them when asked to come inside for a snack. Most children were becoming self aware and learning to express what they needed as they asked for items occasionally which were mislaid or which others were playing with. Nearly all children took appropriate care of equipment for example during tidy up time. They shared and took turns with items such as buggies and bikes. Children were polite and said diolch at lunch and snack time.

Children interact effectively and are learning valuable social skills.

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

Children enjoy their play and learning.

Children were motivated and positively occupied in their play and learning. They enjoyed playing with small world items outside and we observed a child was fascinated with a bell on the low tree by the door. They were able to explore their environment freely and safely as they moved between activities and decided who they wanted to play with, especially outside in the play tent. They looked at books, engaged with craft activities and there were photos of them playing in the water and painting.

Children enjoy the stimulating activities provided and are fully engaged in the areas of play and learning.

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

Children are learning, developing and becoming independent.

Children had a good variety of experiences including freely chosen, unstructured and self directed play which enabled them to gain a good range of skills such as speaking, listening, counting, and imaginative play. This was observed for example when they participated in role play in the home area. Children were learning 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 they could take their coats off and helped themselves to toys and resources.

Children are developing successfully and are encouraged to become independent.

2. Care and Development

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

2.1 How well do practitioners keep children safe and healthy?

Practitioners keep children safe and healthy.

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. Safeguarding procedures were discussed with the person in charge who was confident to contact the relevant agencies should a concern arise. All practitioners had attended safeguarding training and the required contact numbers were displayed. Fire drills were practiced regularly but not at least every six months as recommended. Discussion with the practitioners assured us children would be safely evacuated in an emergency.

Children's health was promoted in a number of ways. All areas were clean and tables were wiped using anti-bacterial spray. Children went to wash their hands before eating and after going to the toilet. Practitioners ensured children had the opportunity to be physically active daily and two periods of outdoor play were observed. A nutritious snack of fruit pieces and toast were 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.

Practitioners consistently ensure that children's health and safety is a priority.

2.2 How well do practitioners manage interactions?

Practitioners manage interactions using positive strategies.

Practitioners applied agreed procedures to promote positive interactions through celebrating good behaviour. Caring practitioners engaged with the children well, for example when playing outside. They were good role models, showing patience, and saying please and thank you to children. Children were encouraged to share and take turns and they did so very well, for example when waiting to play on the scooters. Practitioners sang special songs to indicate times such as tidy up or time to wash hands which helped children to accept a change of activity.

Practitioners successfully manage children's interactions, helping the children to be co-operative and learn social skills.

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

Caring practitioners promote children's learning and development, providing a variety of interesting experiences.

Practitioners were caring, nurturing and responsive to children's needs for example if they needed help to wash their hands. 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 placemats which helped them to recognise their names. They used opportunities for children to count, for example during 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 planning included adult led focused activities. Detailed records and individual child observations fed into the written planning both termly and weekly, and included outdoor play and which physical skills to encourage. Children practiced physical skills such as balancing and pedalling outside. 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. There were no activities planned to reflect wider society and the person in charge told us that this was an aim for improvement.

Practitioners effectively promote children's learning through providing a play environment with interesting activities and they meet children's needs.

3. Environment

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 promote children's development.

Our findings

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

Leaders ensure the environment is safe and secure.

All areas were safe and 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 have effective systems to ensure the environment is safe.

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

Leaders ensure the environment is suitable for the ages of the children attending.

Leaders ensured the whole environment provided for a wide range of play and learning opportunities. The areas used were spacious, suitable and included a playroom, kitchen, small 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 was set out with picnic tables, benches and toys on them to play and children could also read books outside. The environment was comfortable, stimulating and children had space for their belongings.

Leaders consistently ensure the environment is well equipped, and stimulating.

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

Leaders ensure the resources and equipment are varied, clean and of good quality.

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 multicultural resources such as dolls and books to reflect other cultures. We saw plenty of resources and materials in storage and boxes were labelled for ease of tidying. Natural, sustainable materials were seen such as cones, shells and junk modelling items.

Leaders successfully ensure the quality of resources and equipment.

4. Leadership and Management

Summary

The 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

4.1 How effective is leadership?

Leaders have a clear vision of the service, which is shared with parents.

Leaders have a sense of purpose that promotes and sustains improvement and good outcomes for the children. Leaders, including the person in charge, her line manager and responsible individuals, 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. We saw consistent good practice throughout the service and practitioners worked well as a team. Leaders ensured legal obligations were met such as public liability insurance and policies were being reviewed. The Statement of Purpose was comprehensive and included all the information required for parents to choose what kind of service they required for their child.

Leadership is effective and results in good outcomes for children.

4.2 How effective is self-evaluation and planning for improvement?

Leaders promote a positive culture of self-evaluation. There is on-going review and development of the service.

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. Regular self-evaluations had taken place with the early education teacher and these included what children enjoyed or preferred. Leaders worked with CIW and Estyn, and ensured there were no unresolved recommendations from previous inspections. Strengths and areas for development are identified and action taken to maintain performance and implement change, however, there was no formal report on the quality of care available which included the views of parents.

Leaders know the service well and consistently improve practice.

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

Leaders have systems in place for managing practitioners and resources.

Leaders ensured recruitment is well managed to meet the needs of the service. 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 and a representative from the Mudiad had completed supervision and annual appraisals ensuring the practitioners had a voice. New resources had been purchased such as a tent for the cosy corner and cushions reflecting the ethos of continuous improvement. Leaders have effective and successful systems for managing and recruiting practitioners.

4.4 How effective are partnerships?

Leaders keep parents informed about the service and have important partnerships with them and other agencies.

Leaders and practitioners were approachable and communicated openly with parents. They had a good rapport with parents and relevant information was shared with them verbally and using a notice board and a secure social media page. The leaders also offer opportunities for parents to come and talk to practitioners about their child's progress. We observed parents attending special sessions for them to discuss the progress of their child. We spoke to a parent who 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 Mudiad to ensure children have the best support to meet their needs.

Leaders successfully ensure partnerships with parents and others benefit the children and have positive outcomes for them and their families.

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 leaders consider the following:

- to complete and record fire drills at least every 6 months to familiarise practitioners with the process;
- to celebrate multi cultural events and
- to complete a formal report on the quality of care.

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 28 March 2019 from 11.30 – 15.15.

We:

- Inspected a sample of documents and policies;
- observed practices to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children, one parent and three practitioners;
- inspected the areas used and
- reported our findings to the person in charge.

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

www.careinspectorate.wales

About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Gwenllian Lansdown Davies Leanne Marsh
Person in charge	Brioni Kardiz
Registered maximum number of places	19
Age range of children	2 – 4 years
Opening hours	11.30 – 15.00 Monday to Friday during term time
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	08 February 2016
Dates of this inspection visit(s)	28 March 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:	