



# Childcare Inspection Report on

**Cylch Meithrin Glynrhedyn**

**Ysgol Llyn-y-Forwyn  
Darren Terrace  
Ferndale  
CF43 4LG**

**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 Glynrhedyn is based within Ysgol Gynradd Llyn y Forwyn in Ferndale. It is registered with Care Inspectorate Wales (CIW) to provide full day care for up to 38 children. The service currently provides a morning session from 9.00 to 12.00 Mondays to Fridays for pre-school children between the ages of two to five years. Mudiad Meithrin is the provider of the service and has appointed Tracy Evans as the responsible individual who has overall responsibility for the service. Leanne Price has been nominated as the person in charge who leads the service on a day to day basis. This is a Welsh language service and the inspection was carried out in Welsh.

## **Summary of our findings**

### **1. Overall assessment**

Children have access to a good range of interesting activities which they find stimulating. They receive care from a team who know them well and are nurturing and supportive. Children are well settled and comfortable within their surroundings and engage well with other children and their carers. The service has recently undergone a change of leadership and the new leader is in the process of developing systems and procedures to maximise positive outcomes for children. The leader has a strong vision and is clear about how she intends to develop the service. The environment requires some decoration but the staff team ensure that it is attractive and comfortable for children.

### **2. Improvements**

This is the first inspection for this service.

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

There were no non compliances identified at this inspection.

Some good practice recommendations have been made which are outlined in the report and summarised at the end.

# **1. Well-being**

## **Summary**

Children have opportunities to develop good skills and improved knowledge as a result of the stimulating and varied activities and experiences provided at the service. Overall, children have access to good quality resources which promote their all round development. This includes social, emotional, physical, language and creative experiences.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children are encouraged to make their own decisions about their activities.

We saw that they moved around independently and that their play is mostly self-directed. We noted that most children are confident to express their needs and that all attempts at communication are valued and developed by staff. Children are listened to and given time to think before responding to requests. They value the opportunity to give their opinions and show satisfaction when choosing songs and stories. Children's needs and preferences are prioritised over routines and activities are rescheduled as needed. Children decided that they wanted to continue playing outside and we saw that planned activities were changed to accommodate this choice.

Children experience increased self confidence by learning how to express their views freely.

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

Children feel secure and have positive emotional attachments with their carers.

We saw staff welcoming children individually and providing friendly, supportive interaction throughout the sessions. Children's needs are monitored closely and emotional comfort is provided when needed. The settling-in process is carefully managed and is led by the needs of the child. All children have their own coat hooks and their work is displayed on the walls with their names, promoting a sense of belonging and ownership to the service. A key working system has not yet been developed. We recommended that this was put in place to ensure that each child was able to relate to a specific carer responsible for ensuring that their needs are met.

Children's emotional wellbeing is promoted by the consistent, high quality care and support they receive.

### **1.3 How well do children interact?**

Children are beginning to understand how to manage their behaviour and develop ways of coping with situations they find difficult.

We saw that most children understood the need to take turns and to share with other children and at snack time we saw them helping other children and passing food to them. Children are learning to cooperate within a small group and enjoyed working together to finish craft activities. They are mostly in the early stages of understanding

their feelings and emotions and are learning how to express them appropriately. We observed staff sitting with children during snack time encouraging and chatting with them, supporting the development of social skills.

Children benefit from the individual support provided to help them manage feelings and emotions.

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

Children have good opportunities to develop and extend their interests.

We noted that most children were motivated and engaged in their play because they found the activities stimulating and inviting. They are active and curious learners who enjoy exploring the environment and they maintain interest to complete tasks. Children value the sense of satisfaction gained from producing art and craft work and we saw that they were excited to show the results to their parents. Weekly themes depend upon the interests of children who were keen to show us their play house which had been converted into a flower shop. The outdoor area provides a rich environment for play and learning. Children enjoy active play with a good variety of ride-on toys and a see saw along with planting and growing opportunities.

Children's overall development is enhanced by the quality of play experiences and activities offered to them.

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

Children have regular and consistent opportunities to develop a good range of skills by taking part in well planned activities.

Children enjoyed taking part in stimulating craft activities which provided opportunities for them to develop knowledge about colours, shapes and textures. We heard the Welsh language used systematically throughout the sessions and children were developing confidence using the language, especially when singing and communicating during circle time. Children were keen to show us their work and took pride in their achievements. They valued the opportunities to use their imagination and be creative with their role play activities as shopkeepers as well as in their kitchen area. Children looked forward to sitting together with their friends and carers at snack time where they shared experiences.

Children experience good opportunities to develop self help skills and enjoy the sense of satisfaction which results.

## **2. Care and Development**

### **Summary**

There are effective procedures and systems in place which ensure that staff have the knowledge and skills to offer a good quality service to the children in their care. All systems are regularly reviewed to ensure that the health and safety of the children is regarded as a priority and that safeguarding underpins all practices.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Children are kept safe and their welfare is promoted.

There is a child protection policy in place and all staff have undertaken level three safeguarding training. It was clear that the leader understands her responsibilities to identify any safeguarding concerns and is confident to refer them to the appropriate agency for investigation. We recommended that any existing injuries of children when they arrive at the service are recorded and that parents sign all records.

Infection prevention and control is well managed and the Public Health Wales audit is used to ensure that children benefit from best practice in relation to health and hygiene matters. Good attention is given to the promotion of healthy lifestyles and we saw that fresh water was available, children were provided with a healthy snack and physical exercise was promoted daily. All staff have completed paediatric first aid training and the leader told us that information relating to any allergic reactions of children was in place and kept up to date.

Staff keep children safe and well by implementing rigorous systems.

#### **2.2 How well do practitioners manage interactions?**

Staff manage interactions positively.

We saw that staff worked in line with the service's behaviour management policy. They were consistent in their approach and were mindful of the age and stage of development of the children when managing behaviour issues. We observed staff kneeling down to children's level and maintaining eye contact and using soft tones to distract children who were frustrated or upset. We heard staff praising and encouraging children and staff told us that they knew the children well and could pre-empt any potentially difficult situations. The person in charge told us that they take time to discuss issues with children and that they use a reward system for kind and helpful behaviour.

Staff promote children's self-esteem by using positive behaviour methods.

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

The staff team provide nurturing and responsive care which meets children's needs.

The leader told us that she is in the process of developing a system which uses observations and assessments to promote children's learning and development. The system which is in its early stages is based upon the Foundation Phase profiles and will identify individual targets and plan activities as needed. We recommended that this system is put into place without delay. We saw that there were few children attending and that staff used their knowledge of children to facilitate meaningful learning activities. The leader told us that children with additional learning needs are included in all activities and that appropriate support is sought from health partners as needed.

Staff actively promote children's development and are in the process of developing formal systems to record progress.

### **3. Environment**

#### **Summary**

The service is located within premises on the site of Ysgol Gynradd Llyn y Forwyn. The building is old and requires some attention within with regard to painting and decoration. It is spacious and leaders ensure that good use is made of the available facilities.

#### **Our findings**

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

Leaders ensure that the environment is safe at all times.

The doors to the premises are locked when children are present. No unauthorised persons can gain access and we saw that a record is kept of all visitors. The children's register includes the times of arrival and departure of children. Accident and incident records are well maintained and are typical of the age and stage of development of the children. Rigorous attention is given to fire safety with drills carried out each half term. The caretaker checks the alarms weekly and we saw records which showed all fire safety systems are serviced annually. There is a daily checklist in place to ensure that the environment is safe and risk assessments are in place and regularly reviewed for the premises and all activities.

Leaders ensure that the safety of children is prioritised at all times with effective safety systems and procedures in place.

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

The premises provide children with a rich environment for play and learning.

The main fabric of the building, although sturdy would benefit from extensive redecoration. However the leader and her staff have ensured that there is a child friendly character to the rooms used for children. Colourful attractive displays reflecting seasonal themes are inviting to children. We noted that there is a wide range of resources and equipment available to children and that the environment is comfortable and appealing to them. There is a separate room used for messy play which is adjacent to the kitchen area, which children do not enter. A further room is currently used as a store room and the leader told us that she planned to turn this into a soft play area in the future.

The toilet facilities are shared with the nursery school and the cylch meithrin has designated facilities for its use. There are steps leading up to this area which children are developing confidence to use independently. Children also share the outdoor play area with the school at separate times to the school children.

The quality of the environment supports leaders and staff to provide a stimulating service within which children develop and learn to their full potential.



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

Leaders pay good attention to maintaining the quality of resources and equipment.

We observed children had access to a wide range of stimulating resources and equipment which was in good condition and stored to be accessible to children. Furniture was child sized to ensure children were comfortable and at ease when engaged in table top activities and eating. All storage boxes were labelled which ensured that contents were returned by children at the end of the session. Toys and resources promoted cultural awareness and we saw wall displays which showed that St David's Day and Chinese New Year had recently been celebrated. The leader told us that she was in the process of setting up planting activities in the outdoor area and that children chose what they wanted to grow. We saw that children are developing an understanding about sustainability with recycling and junk modelling activities.

The quality of resources and equipment support the development of children's skills and knowledge by providing stimulating and interesting experiences.

## **4. Leadership and Management**

### **Summary**

The leader has a sound vision and sense of purpose which sustains improvements and good outcomes for children and is shared with staff and parents. There are effective systems in place to monitor and evaluate all procedures, which promote a culture of safety. The leader provides good support to staff who feel valued and who receive good developmental opportunities.

### **Our findings**

#### **4.1 How effective is leadership?**

The new leader is in the process of ensuring that all the regulatory requirements are in place.

We found that the leader has a sense of purpose and is motivated to ensure that the service is effectively managed and that outcomes for children are positive. She informed us that there was no deputy in place and we recommended that an appropriately qualified member of staff was appointed to this role at once. There is a statement of purpose in place which gives an accurate picture of the service. Staff had received the appropriate training and the leader and play worker were booked to renew their first aid qualification in March 2018. The leader told us that specific training would be undertaken to meet any emerging needs of children. The responsible individual provides regular support to the leader and we met with her during our visit and discussed the progress and development of the service.

The leader of the service is developing confidence, knowledge and skills to ensure that systems are in place which benefit children and support positive outcomes.

#### **4.2 How effective is self evaluation and planning for improvement?**

There are developing systems in place to evaluate and plan for improvement.

The leader told us that she was in the process of compiling information for the required quality of care report to include the opinions of children, parents and staff. There is a management committee in place which meets regularly and provides the leader with support to address service developments. The leader told us that as numbers of children attending the service were low that one priority was to plan events and actions to advertise the service and the benefits of a Welsh language provision. The leader showed enthusiasm and was keen to engage with us and welcomed suggestions and ideas for improvement. We asked the leader to clarify the statement in the complaints procedure which stated that Care Inspectorate of Wales would deal with any complaints rather than the service.

The leader is proactively developing systems to evaluate the service and plan for improvement.

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

The leader is developing systems to effectively manage staff and other resources.

We noted that staff were deployed appropriately and were clear about their responsibilities. All tasks were carried out effectively by staff who were experienced, knowledgeable and well qualified for their roles. All staff including the casual worker had completed a level three Early Years qualification and two staff had recently completed a degree qualification in childcare.

We found that the recruitment of staff was not robust as the Disclosure and Barring Service check for the leader had expired and was being processed by Care Inspectorate Wales. We discussed the need for this document to be presented to the appropriate office after it was issued and recommended that this was done without delay.

The leader told us that staff received supervision on a monthly basis and that she intended that this process would be formalised to be more effective. Staff told us that they felt well supported. We discussed the need for staff to be provided with regular opportunities for reflection and to ensure that they were equipped with the skills and knowledge to carry out their roles.

Staff are mostly managed effectively but greater attention must be given to ensure that all information to determine staff suitability is in place.

#### **4.4 How effective are partnerships?**

Leaders have developed effective partnerships to support children.

The service works well with parents to establish trust and clear communication. Children's registration forms provide all necessary information to identify individual needs and preferences. Parents are provided with a welcome pack which provides the information they need before their children are registered. We noted one example of a single registration form used for two siblings and discussed the need for individual forms. This was actioned by the leader at once. Policies and procedures are made available to parents and we noted they had been recently reviewed by the leader. Parents told us that staff are approachable and that they receive good communication. They stated that their children are happy and well settled. The leader told us they were developing links with health visitors and that they received regular support from the development officer from the national support agency to which they are affiliated.

Positive partnerships enhance the quality of the provision to children.

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

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

None

### **5.2 Recommendations for improvement**

- To set up a key working system and to appoint a key worker for each child;
- for the leader to present her DBS certificate to the CIW office when it is received without delay;
- to ensure that any existing injuries of children are recorded when they arrive at the service and parents sign the record;
- to further develop the system to assess children's development and to plan next steps and
- to appoint a deputy to lead the group in the absence of the leader.

## 5. How we undertook this inspection

This was a scheduled, full post registration inspection. One inspector undertook an unannounced visit to the service for three and a half hours on the first day and three and a half hours on the second day. We observed the children and the care they received throughout the sessions using our Short Observational Framework for Inspection (SOFI) tool. This enables inspectors to observe and record life from a child's perspective and captures children's engagement and the care provided;

- we made a visual check of the premises inside and outdoors;
- we spoke to a number of children, two parents, three members of staff, the responsible individual and the person in charge;
- we looked at the information already held by CIW and
- we looked at a wide range of records. These included the statement of purpose, risk assessments, health and safety documents and the safeguarding policy. We also looked at three staff files and four children's files.

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## 6. About the service

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| Type of care provided  | Children's Day Care<br>Full Day Care   |
| Responsible Individual   | Tracy Evans  |
| Person in charge   | Leanne Price   |
| Registered maximum number of places  | 38   |
| Age range of children  | 2 – 5 years  |
| Opening hours  | 9.00 – 12.00 Monday to Friday  |
| Operating Language of the service  | Welsh  |
| Date of previous Care Inspectorate Wales inspection                            | First inspection   |
| Dates of these inspection visits   | 14 and 23 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 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:  |  |