



# Childcare Inspection Report on

**Cylch Meithrin Bancyfelin**

**The Village Hall  
Bancyfelin  
Carmarthen  
SA33 5ND**

**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 Bancyfelin provides sessional care for a maximum of 24 children aged from two years. They operate from the village hall in the village of Bancyfelin. The hours of operation are Tuesday 9.15am to 11.45am and Wednesday to Friday 12.45pm to 3.15pm. The service is funded to provide care for three year olds and is consequently inspected by Estyn. Gillian Lewis is the registered person as well as the person in charge . The language of care is Welsh.

## **Summary of our findings**

### **1. Overall assessment**

Children attending Cylch Meithrin Bancyfelin are very happy and well settled. They are cared for by nurturing, kind and established staff who are committed to meeting their individual needs. The children evidently enjoy their time at the service and benefit from planned activities and unstructured play opportunities. The children have access to an enclosed outside area, which provides ample play opportunities. Parents are happy with their children's progress and the service that is provided.

### **2. Improvements**

The outside area has been developed and now includes tractor tyres for planting and small world play, picnic benches and a shed for resources.

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

We recommend that the provider;

- formalise supervisions for individual staff members.

# **1. Well-being**

## **Summary**

Children at Cylch Meithrin Bancyfelin are listened to and are able to make choices. They are happy, secure and enjoy the opportunities available to them. They have excellent opportunities to foster their independence.

## **Our findings**

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

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

On arrival at the service, children confidently chose from a range of play activities in the outdoor area. They played on scooters; ride on toys, swing or with the wheelbarrows and spades. Children had numerous opportunities during the session to voice an opinion and to make personal choices. During circle time children chose small numbered mats to sit on and requested their favourite songs to sing. When children made requests they were reacted to positively. For example during snack time children asked for more toast, milk and fruit and their request were promptly met. When painting outside, they asked for and received their favourite coloured paint. Children were given time and attention when they spoke for example, one child wanted to tell staff about their brother's birthday while another child wanted to tell staff all about his time at the local carnival.

Children have a strong voice.

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

Children are content and well settled at the service. They are happy, relaxed and feel valued by staff.

Most children arrived happily at the service and quickly settled down to play. One child was a little unsettled at first but was kindly reassured by staff and given his favourite jigsaw to complete. He soon settled down to play with older children who were especially kind to him and included him in their play. Children giggled happily, as they played catching a ball with a member of staff. Children were relaxed and completely engrossed in their play. When children practised for their sports day, they were delighted that their efforts were encouraged by the children clapping as they watched.

Children feel consistently safe, happy and valued.

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

Children are beginning to understand their feelings and are sensitive to the emotions of others. They take turns, share and co-operate.

Children played alone, alongside each other, in pairs and in small groups. Outside, children collaborated to fill a wheelbarrow with earth. One child held the wheelbarrow whilst the other used a spade to fill the wheelbarrow. A child sat on a bench waiting to

paint when their friend came up, sat next to them and gave them a cuddle. Children happily played together with soil and diggers. Children pretended to make each other ice cream from plastic cones and balls. Whilst practising for their sports day, the winner of the race was awarded a medal by staff. At the end of the next race children happily passed on the medal to the next winner. Children asked other children politely for a turn on the swing and naturally took turns. Children followed each other on scooters and called out to their friends, "Aros i fi!" Older children were especially kind to younger children, giving them toys such as a tractor or spade and included them in their play.

Children interact very well with each other.

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

Children are engaged and interested in their play. They sustain interest in activities and are familiar with structured play and free play.

Children explored their environment freely and confidently got out other toys and resources as they wanted. Outside, children were completely engrossed in their play. For example filling wheelbarrows with soil and transporting it to the other end of the play area. During circle time children confidently recited the days of the week, months of the year and answer questions about the weather. Children had many opportunities to practise their physical skills and enjoyed taking part in the egg and spoon race and tractor run. They jumped up and down with enthusiasm when it was their opportunity to take part. Children's faces beamed as they got on the pretend train to wash their hands. The first child on the train proudly rang the bell.

Children thoroughly enjoy their play and learning.

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

Children have opportunities to develop their independent skills and independence.

On arrival at the service, children found their individual names and pegged them on a net independently. They hung up their own bags and jackets. Children washed and dried their own hands before snack. Children tidied up at various parts of the session and were obviously used to the routine. They placed large toys in the shed, placed their cups and plates on a tray after snack and replaced the numbered mat they had sat on during circle time. At snack time "helpwr y dydd" placed the plates and children's names on the table. Children poured their own milk or water from small jugs and spread their own jam on their toast. After snack children independently wiped their hands with a wet wipe and placed their name in a drawer. At the end of the session children were encouraged to recognise their own bags with one child holding up the bags and asking the other children "Bag pwy yw hwn?"

Children develop well and have excellent opportunities to practise their independence.

## **2. Care and Development**

### **Summary**

Staff consistently meet children's needs because they know them well. They are committed to providing stimulating and varied activities for the children.

### **Our findings**

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

Staff are aware of the service's child protection policy and know the procedures to follow if they have a concern about a child. The service promotes healthy lifestyles.

Staff knew that safeguarding children was a high priority and had good understanding of dealing with concerns or disclosures when given scenarios. Staff had updated paediatric first aid training and there were clear procedures in place to deal with incidents. Staff and parents signed accident and incident logs. Staff ensured that children washed their hands before sitting down to snack. Toast, fruit with water or milk were provided as a healthy snack. The outside area was an integral part of the service and the children had the opportunity to play outside daily.

Staff are competent at keeping the children safe and healthy.

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

The service has a promoting positive behaviour policy and staff are consistent in their approach in managing interactions.

Staff praised children for good behaviour and responded to children who wanted a cuddle or reassurance. Staff spoke kindly and reassuringly to a child who was unsettled at the beginning of the session. Staff found his favourite jigsaw and sat with him to complete it. Staff were good role models, speaking politely and kindly to each other and the children. They praised children for being kind and looking after younger children, "Da iawn ti. Ti yn dda yn helpu fi i edrych ar ôl y plant bach."

Staff manage interactions well.

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

Children are looked after by caring and nurturing staff who know children's preferences and individual abilities.

Staff implemented the principles of the Foundation Phase and planned activities for all age ranges. Staff planned activities around a theme such as under the sea with the book 'Sali Sws' as stimuli. Children's work on 'Sali Sws' was displayed on low display boards, which were at the children's level. Staff observed children and kept individual developmental records with details such as if the child could pedal a bike, draw a circle, sequencing and positional language. Staff noted the next step for each child that in turn fed into the planning of activities. The Ipad book creator was used to note

individual children's skills and activities. Staff recorded children's preferences such as favourite snack and toy prior to them starting at the service.

Staff promote children's play, learning and development effectively.

### **3. Environment**

#### **Summary**

The environment allows children to play in a safe area with a range of opportunities and resources. The hall is set up each day to meet the areas of the foundation phase. Staff have to clear away all resources daily as the hall is used by other community groups. There is a designated outdoor area, which is well resourced and enclosed.

#### **Our findings**

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

Leaders ensure the environment is safe, clean and secure. They ensure risks are eliminated as far as possible.

The outside gate was kept closed and opened by staff to allow the children to enter and leave the service. A visitors' book was actively used to record all visitors to the service. Risk assessments were completed for indoor and outdoor area and risks eliminated as far as possible. All cleaning equipment was kept safely in a cupboard in the kitchen. All electrical equipment was PAT tested. The service had a food hygiene rating of five. Fire drills were logged and carried out regularly. A current liability insurance certificate was displayed on the service's notice board.

Staff efficiently ensure the safety of the environment.

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

The environment is welcoming and child friendly with children's work displayed on moveable boards at children's eye level.

The hall had been organised to meet a range of play areas. The staff set up the areas and cleared the hall daily after each session. The staff divided the hall into the Foundation Phase areas by using low level display boards which were also used to display children's work. Displays included children's printed shoe footprints, children's drawings of themselves and a display of 'Sali Sws' and children's paintings of 'Bili Broga' Circle time was conducted on a large carpeted area, which was rolled out for each session. The outside area was an integral part of the service and was enclosed. The area was well developed with ample play opportunities for the children. Children enjoyed playing duplo and relaxing under the shade of a tree as well as sitting at a picnic table painting 'Bili Broga.'

The environment is well suited for the children.

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

Children benefit from good quality resources, equipment and toys.

The equipment and resources were of good quality and suitable for their purpose. Staff provided child sized furniture to allow children to sit at tables independently and to access toys and equipment. Resources and equipment were in good condition and



clean. There were an ample amount of resources for the children to choose from. Multicultural books and toys were available and used when looking at a particular theme. Children were provided with appropriate steps to access the toilets and sinks. They had access to resources such as jigsaws, tuff tray for small world play, Ipad to play games and take photograph as well as roleplay equipment. Outside the children played with various small vehicles, wheelbarrows, spades, water play as well as buggies and ride on toys.

Leaders and staff provide and maintain good quality resources and equipment.

## **4. Leadership and Management**

### **Summary**

Leaders at Cylch Meithrin Bancyfelin ensure that the service is well run and correctly staffed. They ensure that children's needs are met and that the staff are provided with regular training opportunities. The service has good links with the community.

### **Our findings**

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

Leaders ensure that the service remains compliant with the regulations and the National Minimum Standards.

Leaders ensure that staff fully implement the service's policies, and they are reviewed regularly. The team of staff work well together with effective support from leaders. The statement of purpose complied with the National Minimum Standards and the Regulations, and it was updated regularly. Staff evidently had positive relationships with parents, who gave complimentary feedback about the service. For example, "The Cylch is well organised with lots of different activities" "My child settled in quickly and has made good progress."

Leadership is good at this service.

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

Leaders review the service regularly and take into consideration the views of children and parents.

Leaders review the service annually and produce a report. Last years' report noted the need to develop the outside area and have the children take part in a gardening project. The children had used old tractor tyres filled with compost to grow strawberries, flowers, sunflowers and pumpkins. The leaders had also applied for a sustainability grant.

Self evaluation and planning for improvement is effective.

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

Leaders ensure that the service is correctly staffed and there are enough activities on offer for the number of children attending.

Staff files contained all the relevant documentation and all necessary checks had been carried out. Staffs were suitably qualified. The annual appraisals were carried out and identified training needs and personal targets for development. A member of the service's committee carried out termly staff observations which were complimentary and positive. Staff meeting were held regularly and individual staff supervisions were carried out at the meetings but were not recorded. All core training was up to date.

Management of staff and other resources is good.

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

Leaders and staff enjoy good relationships with parents and carers. They have good links with feeder school and other outside agencies.

Parents and carers at the service spoke very positively about the service and the staff. They told us they were all happy with the information they received about the service, and felt well informed about the development of their child. Fundraising events such as cake stalls were well supported by the community and parents. Staff and children take part in the annual village carnival. The service has good links with the feeder schools. Children take part in the school sports and attend Christmas concerts. The children visit the National Botanical garden of Wales termly to take part in various activities.

The service has good links with parents and the community.

## **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 that the provider;

- formalise supervisions for individual staff members

## **6. How we undertook this inspection**

This was a full inspection undertaken as part of our normal schedule of inspections.

- One inspector undertook a visit to the service on the 10 July 2018 lasting a total of 4 hours;we inspected a sample of documents and policies including staff files, children's files, training records, accident logs and planning records;
- we observed children using the SOFI ( short observational framework for inspection) tool to capture evidence of children's engagement and the care provided by staff and
- we spoke to the registered person, children, parents and staff.

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 Sessional Day Care
Registered Person	Gillian Lewis
Person in charge	Gillian Lewis
Registered maximum number of places	24
Age range of children	2-5years
Opening hours	Tuesday 9.15am -11.45am Wednesday to Friday 12.45pm-3.15pm
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	8 October 2015
Dates of this inspection visit(s)	10 July 2018
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?	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:	