



# Childcare Inspection Report on

**Cylch Meithrin Penygroes**

**Penygroes Welfare Hall  
Waterloo Road  
Penygroes  
Llanelli  
SA14 7PN**

**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 Penygroes provides sessional care for a maximum of 17 children from two years. They operate from the village welfare hall and the hours of operation are Monday to Friday 9am to 11.30am with an afternoon session Monday to Thursday 12pm to 2.30pm. The Cylch Meithrin is funded to provide care for three year olds and is consequently inspected by Estyn. The registered persons are Margot Roberts and Anne O'Brien-Stafford and the person in charge is Sian James. The language of care is Welsh.

## **Summary of our findings**

### **1. Overall assessment**

We found that children attending Cylch Meithrin Penygroes are happy and enthused by their learning experiences. They are cared for by nurturing and consistent staff who are committed to meeting their individual needs. Children have opportunities to take part in a variety of well planned activities, whilst also enjoy periods of free play. The children are happy and evidently enjoy their time here. Children make good progress and are becoming more independent. Leaders ensure that the environment is safe, suitable for children's use and is well stocked with a good range of toys and resources. Parents are happy with the service that is provided. Good partnerships have been developed with parents, the wider community and outside agencies.

### **2. Improvements**

Leaders have enrolled the service in national and local schemes. They are

- Design to Smile tooth brushing scheme;
- 'bagiau chi a fi' to encourage home – school links and
- 'Actif' story time and toddle bikes to encourage being active.

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

We recommended that the provider

- formalise supervisions for individual staff members;
- give children further opportunities for independence during snack time and
- keep heating service records at the service ready for inspection.

## **1. Well-being**

Children at Cylch Meithrin Penygroes are listened to and are able to make choices. They are happy, secure, settled and enjoy the opportunities available to them. They interact confidently with the adults who care for them and are beginning to play cooperatively.

### **Our findings**

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

Children at this service have choice, are listened to and communicate with each other and those who care for them.

Children make choices about activities they want to do during free play sessions. On arrival at the service children confidently chose from a range of activities such as train track and trains, sensory play in the tuff tray, sand, duplo blocks and dolls. During circle time, children were asked to choose which songs they would like to sing. When painting butterflies using blocks, children happily chose and asked for the shape they wanted and the colour paint they wanted to use. Children confidently approached staff to ask them to join in their play by giving them dolls to hold or roleplay food to eat. One child excitedly showed staff her shoes stating, "I've got new shoes!" Young children played side by side each other contentedly and occasionally interacted with each other. For example one child asked another "siswrn plis" before being handed the scissors.

Children at the service have a clear voice.

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

Children are settled at the service and have good relationships with staff.

Most children arrived happily at the service. One child, who had only recently started at the service, was tearful after their carer had left. The child chose to sit on a staff members lap but was ready to join in the activities within a couple of minutes and was well settled and happy for the remainder of the session. On the whole, children were very happy, settled and relaxed during our visit. They interacted confidently with staff for example, showing them money that had stuck to a magnet. One child walked backward towards a staff member indicating they wanted to sit her lap. The child was confident in the knowledge that she would be responded to positively and be allowed to sit in the staff members lap.

Children feel very safe, happy and valued at the service.

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

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

Young children played alongside each other contentedly. For example two children happily played in the tuff tray filling up their vehicles with pasta, rice and lentils. Occasionally one child would help the other fill their tipper truck with a handful of pasta and then the favour would be returned by their friend, along with a smile. During story time, children were able to discuss how the character Bili broga was feeling. They used puppets to re-enact the story and mimic how Bili broga was feeling. Whilst playing playdough, children happily shared the playdough utensils passing them back and forth. In the role play corner one child tapped the other on the shoulder, pretended to fill a cup with tea and handed the cup to their friend to drink.

Children interact well with each other.

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

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

Children explored their environment freely and confidently getting out toys and resources, as they wanted. One boy laughed heartily each time he added a block to his tower calling the staff to look at his creation. He persevered for a considerable amount of time building up his tower repeatedly each time getting a little higher. During story time, children enthusiastically answered questions and joined in the chorus lines of the story. After snack, children had the opportunity to read books and have some quiet time.

Children enthusiastically enjoy their play and learning.

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

Children have opportunities to develop their individual skills and independence.

Children washed and dried their hands independently before snack and placed their paper towel in the bin. One child helped to place cups on the table ready for snack time. Some children could find their nameplates independently. Children busily tidied up the toys at various points during the session. A child showed their initiative by getting a brush and pan independently to sweep up the rice, pasta and lentils that had spilled onto the floor. Children were able to recite the days of the week and comment on the day's weather.

Children develop well and have some opportunities to practice their independence.

## **2. Care and Development**

### **Summary**

Staff are committed to providing stimulating and varied activities for children. They consistently meet children's needs because they know them well and are motivated and enthusiastic in their day to day routine.

### **Our findings**

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

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

Staff knew that safeguarding children was a high priority and had a 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 for snack when they ate toast and fruit. Staff were aware of allergens and had measures in place to meet children's specific dietary needs. The service promoted healthy eating and had joined a keeping active scheme which include 'Actif' story time and toddle bikes. We saw photographs of children using the large hall to carry out these activities.

Staff are committed to keeping 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. They set clear boundaries for children and manage their interactions in a developmental appropriate way.

Staff praised children for good behaviour and responded to children who wanted a cuddle or reassurance. Staff managed interactions with children in a warm and caring manner sitting at the children's level. When one child persistently stood up in excitement at story time a staff member gently explained that the other children behind the child would not be able to see the book and would become sad. Staff were good role models speaking politely to each other and the children.

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 we saw detailed planning for all age ranges. The service recorded children's preferences such as favourite snack and toys prior to them starting. Staff continually noted general observations of children's individual skills. During focused tasks, staff noted the next step for each child. Both the general observations and the focused task observations fed into the planning of activities and ensured children were working on individual targets. Staff implemented the CHATT language programme and funding for 1:1 support was obtained for children with additional learning needs.

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

### **3. Environment**

#### **Summary**

The environment allows children to play in a safe area with a wide range of opportunities and resources. The room is set up to meet all areas of learning of the Foundation Phase. A large hall is used for physical activities.

#### **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 identified and eliminated as far as possible.

The door to the hall was kept locked and a visitors' book was actively used. Regular risk assessments were carried out for the service, as well as visits to the community. Staff kept the premises clean and cleared up at the end of each session. Electrical equipment were PAT tested and cleaning equipment were kept safely in a cupboard in the kitchen. The service had a food hygiene rating of 5. Fire drills were logged and carried out regularly. A current public liability insurance certificate was displayed on the notice board. The current heating service certificate was not available during the inspection but forwarded on before end of the inspection.

Staff efficiently 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 lots of children's work and colourful displays.

The main room had a wide range of play areas suitable for children; roleplay, creative, small world, construction, mark making and sand play. Colourful displays on the wall included butterfly hand prints and a birthday card displaying children's birthday month. A large hall was used for tiddle bikes, jamboree, 'touch rainbow' sensory play and 'actif' story time as the service did not have a designated outside area.

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 resources and equipment were of good quality and suitable for their purpose. Staff had 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 was 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. Leaders had joined 'bagiau chi a fi' scheme which provided resources to enhance specific skills such as fine motor skills to do at home with parents / carers.

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

## **4. Leadership and Management**

### **Summary**

Leaders at Cylch Meithrin Penygroes ensure that the service is well run and correctly staffed. They ensure that children's needs are met and the staff are provided with regular training opportunities and appraisals. 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. There is an ethos which values staff and children, with their needs being the centre of the provision.

Leaders ensure that staff fully implement the service's policies. They told us that policies are reviewed regularly. The team of staff work well together effectively with support from the leaders. The statement of purpose complied with the National Minimum Standards and was updated regularly. Staff worked well together and evidently had positive relationships with parents, who gave very complimentary feedback about the service. A current public liability insurance certificate was displayed on the notice board.

Leadership is effective 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, parents and staff.

Leaders reviewed the service annually and produced a report. Leaders told us that they were always looking at areas to develop, improve and plan for the year ahead. This was evident in this year's report which highlighted the need for the hall committee to apply for grants to create an outside play area. The service was also taking part in a national tooth brushing scheme and 'bagiau chi a fi' scheme as well as the county's 'Actif' scheme.

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. Staff were suitably qualified. The annual appraisals were carried out and identified training needs and personal targets for development. Individual staff supervisions were carried out informally. All core staff training was up to date with staff

having attended a number of other training such as managing of challenging behaviour, cross infection protection and dental health education.

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 the 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 had received about the service and felt well informed about the development of their child. Fundraising events such as coffee mornings and sponsored bike rides are well supported by parents and the local community. Leaders work closely with the feeder school, transferring pupil information before transfer to school and attending Christmas concerts. Staff attended multi-agency meetings which were formed of school staff, parents, health visitor, educational psychologist and speech and language therapist before children with additional learning needs transferred to school. The county speech and language therapist attends the service once a week to work with individual children. The local health visitor attends the service regularly giving advice as needed. The children attend the sports arranged by Menter Cwm Gwendraeth.

The service has excellent partnerships with parents, the community and outside agencies.

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

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

None

### **5.2 Recommendations for improvement**

We recommended that the provider

- formalise supervisions for individual staff members;
- give children further opportunities for independence during snack time and
- keep heating service records at the cylch ready for inspection.

## **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 15 May 2018 lasting 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 person in charge, children, parents, staff and registered person.

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	Anne O'Brien-Stafford Margot Roberts
Person in charge	Sian James
Registered maximum number of places	17
Age range of children	2-5 years
Opening hours	Monday to Friday 9am – 11.30am Monday to Thursday 12pm-2.30pm
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	8 September 2015
Dates of this inspection visit(s)	15 May 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:	