



# Childcare Inspection Report on

**Cylch Meithrin Llanbedrog**

**Neuadd Y Pentref  
Llanbedrog  
Pwllheli  
LL53 7PG**

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

**This report is also available in Welsh**



**Date Inspection Completed**

05/07/2019

**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.*

<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 Llanbedrog operates from the village community hall in Llanbedrog, Pwllheli. The service is registered to provide care for a maximum of 16 children under the age of 12 years and currently operates from 9:00 a.m. to 4:00 p.m. on Monday, Tuesday, Thursday and Friday during the school term. The service receives funding for the Early Years Entitlement and is subsequently inspected by Estyn. The registered person is Susan Rayner, who is also the joint person in charge with Barbara Warren. The main language of the service is Welsh and the service currently implements the Welsh Government's 'Active Offer' in relation to the Welsh language.

## Summary

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

### 1. Overall assessment

Children are happy, settled and enjoy their time at the service. They feel confident to express their wishes, are able to take part in activities they enjoy and form positive relationships with staff and their peers. Staff provide nurturing care and ensure they are good role models to the children, promoting positive interactions. Leaders ensure children are cared for in a safe environment and have access to interesting activities and good quality resources. Leaders ensure staff implement the service's policies and procedures effectively and communicate their vision for the service well. They form positive partnerships with parents and the community to ensure children are able to thrive.

### 2. Improvements

Leaders had addressed the recommendations made in the previous inspection. They ensure staff follow appropriate procedures regarding infection control, they have begun to carry out regular formal supervision of staff and keep record of these and they have put procedures in place to gather feedback from children and parents so these can be included when planning for improvements.

### 3. Requirements and recommendations

We made recommendations relating to providing opportunities for younger children to practice independence skills, and record keeping in relation to cleaning logs and fire drills.

# 1. Well-being

Good

## Summary

Children are happy, settled and enjoy their time at the service. They feel confident to express their wishes and are able to make choices and follow their interests as they wish. Children have formed positive relationships with staff and their peers. They enjoy the range of activities available to them and are inquisitive and curious learners. Children have some opportunities to learn to be independent.

## Our findings

Children were able to make choices and feel they are listened to by staff. They were able to move freely between activities as they wanted and all attempts at communication were valued and responded to promptly. This meant children were confident and they knew their preferences would be respected. For example, when one child didn't want to come and place their picture on the board during registration their wishes were respected and staff and the other children continued to say 'bore da' to them from where they were sitting which made them feel valued and welcomed. Children were confident to ask for the things they wanted and knew their requests would be responded to. For example, one child asked a staff member if they would read the story to them. Both went over to sit on a chair, and the child sat on the staff member's knee so they could read the book together.

Children are settled, content and cope well with separation from their parents. They were familiar with the activities available and the daily routine and had formed bonds of affection with staff. For example, children responded well to familiar songs when it was time to tidy up and chatted to staff about their home lives during circle time. Children knew they could approach staff when they needed help and were confident they would be listened to. For example, they approached staff for cuddles and reassurance when they needed it.

Children are forming friendships with each other and learning to take turns and share. They had formed positive relationships with their peers and were happy to share resources and take turns. For example, during a craft activity children enjoyed creating collages with their friends by tearing strips of paper and sticking them with glue to create a pattern. They happily shared the glue pots and divided the paper strips between them. During another activity, children happily shared felt pieces to create pictures and were eager to show each other the pictures they had created.

Children are highly motivated and engaged in their play. They were interested by the wide range of activities, asked questions and were eager to show their friends what they were doing. For example, a small group of children enjoyed making tea and pancakes in the mud kitchen. They were completely engrossed in pouring the water into the different containers from the tap on the water butt. They mixed sand into the water and made a paste, chatting to each other about what they were doing and concentrating well as they poured their mixture through the colander. They were curious about how the mixture changed

consistency and took some of the liquid over to the different play areas and pouring them down pipes and on the water play tower. Lots of laughter and happy chatter ensued as they enjoyed the sensory exploration.

Children have opportunities to follow their own interests and learn to be independent. They had opportunities to lead and direct their play and were naturally motivated to choose activities as they wished. Children were encouraged to tidy up after themselves during transition periods and were also encouraged to clear their food waste into a bowl to be composted when they had finished eating. However, opportunities for children to develop their independence could be extended. For example, by children helping with tasks such as laying the tables and handing out snacks.

## 2. Care and Development

Good

### Summary

Staff are aware of their responsibilities and implement the service's policies and procedures effectively. They have positive relationships with the children in their care and use positive methods to promote good interactions. Staff are aware of children's individual needs and provide a variety of activities to enable children to make good progress.

### Our findings

Staff were aware of their duties to protect children and certificates showed they had received training on safeguarding. Staff we spoke with were able to describe the correct procedures to follow should they have any concerns about a child. They had current paediatric first aid qualifications, meaning they were well prepared to deal with emergencies and minor injuries. Any accidents which did occur were recorded appropriately and signed by parents. Records seen showed fire drills had been practiced regularly during the year, however these did not include the time taken to evacuate the premises or the number of children present.

Staff promoted healthy lifestyles by encouraging children to bring in fruit and nutritious packed lunches and organised plenty of physical activities both outdoors and indoors. All children had the opportunity to take part in yoga on the day of our visit. Staff promoted good hygiene, encouraging and supporting children to wash their hands as required and by following appropriate procedures when changing children's nappies and when handling food to minimise the risk of cross infection.

Staff spoke to children with warmth and affection. They encouraged positive interactions using distraction techniques as needed and gently explaining to children when their behaviour was not appropriate. For example, when two children began to argue over the same chair, a staff member clearly explained to a child when their behaviour was not appropriate. This was done in a way which ensured the child knew exactly what was expected. The children quickly apologised to each other and settled to sit next to each other ready for story time. This was in line with the service's behaviour management policy. Plenty of praise was given throughout the day for completing activities, sharing and trying new things. Good manners were also encouraged with a few gentle prompts and praise given when children said '*please*' or '*thank you*'.

Staff provided care in a relaxed manner and knew the children well. They were aware of children's individual needs, and measures were put in place to develop their individual skills. For example, staff had recently attended specialist training in order to support one child's individual needs and had put additional support and risk assessments in place to ensure this child was supported appropriately. Activities were planned in advance in accordance with the theme. These were varied with a good mixture of free play and

creative activities which encouraged exploration and curiosity and more focused activities that developed fine motor, literacy and numeracy skills. Staff asked questions about the activities to enable children to develop their understanding and introduce them to new vocabulary. A 'Treasure book' was created for each child with samples of work, photographs and observation notes tracking each child's progress and stage of development.



### **3. Environment**

**Good**

#### **Summary**

Leaders ensure children are cared for in a safe environment and risks are managed appropriately and eliminated where possible. Resources are of good quality and all areas are welcoming and interesting to children.

#### **Our findings**

Leaders ensure the premises are secure and children are safe. We were asked to sign the visitor's book on arrival and asked for our identification. A daily register was kept of staff and children who attended to ensure all people could be accounted for in the event of an emergency. The doors to the premises were kept locked during the day, preventing unauthorised persons from gaining access and ensuring the children were safe. Leaders had identified hazards within the premises and these were included in written risk assessments showing how risk was managed and where possible eliminated. These risk assessments were reviewed and updated regularly.

Leaders ensure the indoor and outdoor environments are welcoming and friendly. The playroom was bright, colourful and welcoming. The walls were colourful with educational posters and pictures on display, for example a weather chart, letters and numbers. Samples of the children's work were also proudly displayed, providing them with a sense of belonging and achievement. Furniture and resources were all suitable for the needs of the children. Tables and chairs were at the right height and steps and seats were available to enable children to use the toilet and practice self-help skills independently. Leaders provided children with toys which were in good condition and were suited to the children's ages and stages of development. We found these were clean and in good repair and stored appropriately to ensure they were kept this way. Leaders told us they cleaned the toys and resources regularly, however this was not recorded.

Toys and resources were laid out ready for children to access them easily and independently. Children had access to the adjoining village hall. This provided a larger space for children to ride bikes and play with larger toys, such as prams, large push along toys and hopper toys. The outdoor areas offered plenty of opportunities for exploration and play to develop children's imagination, including a mud kitchen, chalk board, small water table, small sand table, slide, and a play house. Leaders told us how they had been approved to receive a grant to improve the outdoor play area, with detailed plans in place to develop the area to offer a greater variety of sensory activities for children, such as a planting area and a sensory walk.

## 4. Leadership and Management

**Good**

### Summary

Leaders ensure staff implement the service's policies and procedures effectively and communicate their vision for the service well. Effective procedures are in place to gather feedback and review the quality of the service so leaders can plan improvements and ensure the service is continually developing. Good partnerships have been formed with parents and the local school in order to improve outcomes for children and ensure their needs are met effectively.

### Our findings

Leaders ensured staff were aware of their responsibilities and share their vision for the service with them effectively. Policies and procedures were in place and these were reviewed regularly and implemented by staff in their daily practice. For example, staff implemented methods outlined in the service's behaviour management policy effectively throughout the day. We inspected the service's statement of purpose, which contained all the required information meaning parents were able to make an informed decision about whether the service could meet their and their child's needs. The service operates through the medium of Welsh and fully meets people's Welsh language requirements therefore successfully implementing an 'Active Offer' of the Welsh language as defined by the Welsh Government.

Leaders seek feedback from staff, children and parents in order to improve their service. They had performed a review of the quality of the service by gathering feedback from all people who used the service. Parents and staff were asked to complete questionnaires annually to formally record their views about the service. Staff were also able to share their views during meetings with leaders and the committee. Feedback was gathered from children verbally and through general observations during sessions. Those who were able to, were also asked to fill out a simple questionnaire. Leaders had written a report and formed an action plan in order to implement changes and improve practices based on the feedback received, and any other areas they had identified for improvement.

Staff files were comprehensive and contained all the required information, showing safe recruitment procedures were in place. We saw evidence on the staff files that annual appraisals had taken place. The staff member we spoke with stated she was able to approach the registered person at any time to discuss any issues or training needs, showing that relationships between leaders and staff was positive. Leaders had also introduced new forms in order to keep a record of any 1:1 supervision meetings.

Leaders share information with parents effectively. We saw evidence on file of information gathered from parents detailing children's specific needs, likes and dislikes. Staff had positive relationships with parents and communicated with them daily.. The parents' handbook we viewed contained plenty of information to ensure parents understood the services and facilities

provided so they were aware of what the service offered, before their child began attending. Parents we spoke with stated they were very happy with the service and that information was shared verbally at the end of each session and photographs and reminders were shared regularly through a dedicated social media page for parents. Positive relationships had also been formed with the school; leaders had arranged two taster days where children could go and spend time in the school nursery class with staff who they were familiar with in order to prepare them for the transition to school.

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

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

None

### **5.2 Recommendations for improvement**

We made the following practice recommendations for leaders to consider:

- Offering more opportunities for younger children to practice independence skills during snack and meal times;
- including more details in fire drill records: and
- keeping a record of when toys and resources are cleaned.

## **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 the 5 July 2019 between 9:25 a.m. and

1:10 p.m.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children, staff, person in charge, registered person and 3 parents;
- looked at the areas used by children and resources on the day of our inspection, and
- gave detailed feedback to the registered person of what we found and what needed to be addressed.

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	Childrens Day Care Full Day Care
Registered Person	Susan Rayner
Person in charge	Barbara Warren Susan Rayner
Registered maximum number of places	16
Age range of children	2-4 years
Opening hours	9:00am – 4:00pm Monday, Tuesday, Thursday and Friday during term time. 9:00am-4:00pm on Wednesday, Thursday and Friday during school holidays.
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	27 April 2017
Dates of this inspection visit(s)	05 July 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?	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 04/09/2019