



Childcare Inspection Report on

Cylch Meithrin Eglwysrwr

**Eglwysrwr Community Centre
Eglwysrwr
SA41 3SN**

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 Eglwysrwrw operates from the village hall at Eglwysrwrw, and offers a sessional care service through the medium of Welsh for a maximum of 24 children. The service was registered in 1985 and operates on a Monday, Tuesday, Wednesday and Friday between 9.00am and 11.30am. The service receives funding to educate three year old children, with the latest inspection carried out by Estyn in June 2016. The registered persons are Angela Harries, Elin Phillips and Gaynor Maxfield. Angela Harries is also the person in charge.

Summary of our findings

1. Overall assessment

We found that children attending Cylch Meithrin Eglwysrwrw are happy, settled and enjoy their play and learning. They are cared for by experienced and long standing staff who know the children's needs. The environment is spacious with a vast selection of resources. Leadership and management of the service is effective and leaders ensure documentation is correct and organised.

2. Improvements

Since the last inspection, the play area to the front of the building has been resurfaced with a protective rubber flooring. This was funded through a grant and fundraising events. Familiar children's character figures have been purchased and placed on the fence. The service received a county award in 2017, recognising their contribution to promoting the Welsh language inside and outside of the classroom and for giving the best possible opportunities to families.

3. Requirements and recommendations

We recommended that staff familiarise themselves with 'The Prevent Duty' and look at training opportunities around the guidance.

1. Well-being

Summary

Children are listened to and make choices. They are happy, settled and enjoy opportunities to take part in freely chosen and self-directed play. Children are developing their skills and taking part in activities that encourage their development.

Our findings

1.1 To what extent do children have a voice?

Children make choices and decisions about what they want to do. They are listened to and they speak and express themselves confidently.

We saw children arrive and they confidently went to various areas to play. They were engaged in free play indoors and moved from one activity to another as they wished. When a member of staff asked the children, 'do you want to dance?', children responded with a loud 'yes!' Not all children wanted to join in and some stood and watched others dancing, and joined in after some time. During snack time, children chose which fruit they wanted with their crackers and helped themselves at the pretend café.

Children's voice are valued at this service..

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

Children are settled and cope with separation from their parents. They have bonds of affection with staff who know them well.

We saw children run into the service happily. Other children approached staff for cuddles when they arrived, as they were upset. They soon went off to play with their friends after reassurance. Some children stayed close to staff they were fond of for most of the session and took more time before being ready to go to to play. We saw children respond with smiles and a look of pride when they received praise for doing good work or helping to tidy up. We saw a group of children run to staff for cuddles after they had finished dancing.

Children have affectionate bonds with staff and feel safe.

1.3 How well do children interact?

Children take turns and are beginning to co-operate during group activities, with support from staff.

We saw children play together with the musical instruments. Some needed support from staff and reminders about sharing items. Children needed reminding about being nice to each other when there was a confrontation in the reading area. Children lined up like a train as they waited their turn to go and wash their hands. Most children helped when it was time

to clear toys away, and smiled when staff acknowledged their efforts. During circle time, some children needed gentle reminders to listen with support from staff who sat with them. Children interact well with support at times.

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

Children are interested and engaged in their play. They sustain interest for an appropriate amount of time and move freely and safely between activities.

Children played in the playhouse, which had been turned into a 'shell house', running in and out shrieking in excitement. We saw children confidently acting out being a member of staff, asking about the weather and reminding children to listen to others; "what day is it today?" Children shrieked and laughed when the music was played and it was time to dance. They were obviously very familiar with the songs and actions as they listened to instructions.

Children enjoy their play and learning.

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

Children are confident, motivated and are developing their independence skills.

We saw children being independent when washing and drying their hands. During snack time, the helper of the day poured milk into cups before placing them on the table for everyone. Each child had 10 pence, which they used to 'buy' their snack from the café. They were then able to choose other pieces of fruit to add to their plate of cracker and banana they had 'purchased'. The helper of the day collected everybody's plates when they had finished. We saw children match the money they had in their hands to numbers on the wall. Children confidently used the climbing frame outside and played throwing and catching a ball with staff. Some parents told us their children have made progress in their development since attendance.

Children are learning well, developing and becoming independent.

2. Care and Development

Summary

Staff know children in their care well and provide care that meets their individual needs. They ensure children are kept safe and promote healthy lifestyles. Staff manage interactions positively offering plenty of praise.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have a comprehensive file of policies and procedures. The service promotes healthy lifestyles and staff have a good understanding of keeping children safe.

Staff ensured children washed their hands before snack and after using the toilet. We discussed child protection procedures with staff and their responses demonstrated that they had a good understanding of their responsibilities. The person in charge was confident about her role and procedures she would take if she had any concerns. Accidents and incidents were logged correctly and signed by staff and parents. Medication was not administered at the service. Children were given a selection of healthy snacks and drinks such as fruit, crackers, milk and water.

Staff confidently keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff ensure children are supervised at all times. They encourage children to take turns and share with each other. Staff manage interactions positively.

Staff praised children frequently during their play, for example; “well done you, that’s a great job” and “oh you’re such a good boy for helping me, thank you”. We saw incidents where children’s behaviour and possible conflict were distracted by staff stepping in and suggesting an activity or asking them to go and help them do a job. Staff went down to children’s level when explaining the importance of sharing and taking turns. We heard staff remind children about saying ‘thank you’ when they were handed their cups at snack time.

Staff manage interactions well.

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

Staff know and understand the children’s needs and plan play and learning opportunities following observations of children’s needs. Children contribute to planning.

Staff knew children in their care well and told us their likes and preferences. They identified children’s skills through observations and encouraged them to develop them further. Staff completed foundation phase profiles for all children. Leaders told us that they met in the evenings to plan together. All staff spoke Welsh fluently. Staff were able to identify possible

reasons why some children were unhappy and needed more reassurance than others. This was because they knew the children and their family well. Parents told us that staff were caring and supportive.

Staff actively promote children's play, learning and development and meet their individual needs effectively.

3. Environment

Summary

The service is located in a small, rural village. The environment allows children to play safely with a good range of resources. The environment is set up indoors to meet all areas of learning of the foundation phase. There is a dedicated outdoor area for the children to the front of the building.

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 that risks are identified and eliminated as best as possible.

The door into the building was kept locked when children were in attendance. Any visitors to the service had to be let in by a member of staff and had to sign a visitors' book upon arrival and departure. We could see that the visitor's book was used regularly. Risk assessments were regularly completed and amended when needed for indoor and outside areas. The service had a five rating from the food standards agency. All electrical appliances had been tested. Fire drills were carried out termly to ensure any new children were familiar with the service.

Leaders ensure the safety of the environment effectively.

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

The main room where the service is based is welcoming and spacious with lots of children's work and colourful displays on walls. The layout promotes independence and is maintained to a good standard.

There was a wide range of play opportunities in the hall as well as, places to eat and areas for quiet times that were suitable for the children. Leaders had arranged tables and chairs to provide a sociable area for snack time and areas with cushions where children could spend quiet times. Staff have to clear away resources and furniture at the end of some sessions as the hall is used in the evenings by the community. A secure play area was located to the front of the building and part of it had been re-surfaced with the safety rubber flooring. Leaders told us they are also able to use the schoolyard to the rear occasionally too.

Leaders ensure the environment is well suited for the children indoors and outdoors.

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

Leaders provide a good range of resources and toys which are clean and good quality. They are age appropriate and easily accessible.

Children had access to a range of resources and toys of good quality that were suitable for their purpose. Examples of the resources available included sensory and natural resources such as sand and water trays, play dough, a reading bus with cushions and a selection of Welsh books, a maths area, role-play corner, selection of jigsaws and puppets, construction toys, stickle bricks, numicon, dressing up clothes, threading beads, multicultural toys, cars and trains. Leaders had provided child sized furniture to allow children to sit at tables independently and to access toys and equipment. Outside there was a slide, soft building blocks, see-saw, mud kitchen and a water station with various pipes and pourers. Leaders had provided large planting boxes where children planted vegetables, flowers and herbs.

Leaders consistently ensure resources and equipment are of good quality.

4. Leadership and Management

Summary

Leadership and management of the service is effective. The service meets the required regulations and national minimum standards. There are clear policies and procedures in place, which all staff are familiar with. There are systems in place for reviewing the service and making improvements.

Our findings

4.1 How effective is leadership?

Leaders ensure the service remains compliant with the regulations and national minimum standards. There are clear policies and procedures in place.

Leaders ensured the statement of purpose provided an accurate picture of the service. Adult to child ratio was in line with the national minimum standards. We viewed children's files and they contained all the correct information. All accident logs had been signed by staff and parents. Leaders had a sound understanding of their responsibilities to promote the Welsh language and fully implemented the "Active Offer".

Leadership at this service is effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders review the service annually and take into consideration the views of children, staff, parents and the committee.

A quality of care review had been completed for the current year and identified activities, trips out, new resources purchased and feedback from parents and children. An example of this was when a parent suggested being kept better informed about what was happening at the service. Leaders have created a Facebook page for parents to message leaders and regular newsletters are sent out to parents..

Leaders are committed to ensuring they continually plan for improvement.

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

Leaders ensure that the service is correctly staffed and there is a good range of activities on offer for the number of children attending. Leaders have systems in place to ensure records are kept.

We viewed staff files and found that they included all the correct documentation including training certificates and references. All staff received regular supervision and annual appraisals, which identified any training needs or areas of improvement. Leaders had contingency plans in place to cover staff absences. Staff told us that they were happy in their roles and proud to be a part of the service. They felt supported by leaders.

Leaders manage the service effectively.

4.3 How effective are partnerships?

Overall, leaders have good relationships with parents / carers, the local school and the community.

We received questionnaires from parents who told us their children enjoy attending the service. Some told us that they were not kept well informed about their children's progress and felt that improvements were needed on keeping parents updated on how their children were getting on. Leaders had links with the school, which was situated directly next to the hall. The teacher came to visit the service prior to children's transition. Children also had opportunities to visit the school and have lunch there.

Partnerships with parents and the local school is effective but with areas for improvement in relation to sharing information on children's progress..

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 staff familiarise themselves with 'The Prevent Duty' and look at training opportunities around the guidance.

6. How we undertook this inspection

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

An inspector undertook one visit to the service on 11 May 2018, which lasted a total of three hours and a half. Feedback was given over the phone on 24 May 2018.

- We observed a sample of documentation and policies during the inspection;
- we observed practice between staff and children;
- we looked at the self assessment statement of the service;
- we inspected the environment indoors and outdoors;
- we spoke to the person in charge, children and members of staff and
- we received two completed questionnaires from parents.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Elin Phillips Gaynor Maxfield Angela Harries
Person in charge	Angela Harries
Registered maximum number of places	24
Age range of children	2 and half years to 4 years
Opening hours	Monday, Tuesday, Wednesday and Friday 9.00am – 11.30am
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	29 April 2015
Dates of this inspection visit(s)	11 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:	