



Childcare Inspection Report on

Cylch Meithrin Hermon

**Canolfan Gymunedol Hermon Community Centre
Hermon
Glogue
SA36 0DT**

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 Hermon provides sessional day care for a maximum of 10 children, 2-3 years old. They were registered in April 2002. The service operates from Hermon Community Centre between 9.00am and 12.00pm, Monday to Thursday during term time only. The service is provided through the medium of Welsh. The registered person for the service is Iwan Ward and the persons in charge are Mandy Phillips and Bethan James.

Summary of our findings

1. Overall assessment

Children who attend Cylch Meithrin Hermon are cared for by warm and caring staff. They offer a good range of play and learning opportunities in an environment that generally meets their needs. The children are very happy and evidently enjoy their time here. Staff ensure that the premises are safe and secure. Children have access to a good range of good quality resources. Parents are highly complimentary of the service.

2. Improvements

During the inspection process, leaders confirmed that they had:

- sourced the DBS certificate number and date of issue for one member of staff;
- removed the mop;
- removed the outdoor sandpit that had a broken cover;
- confirmed that the PAT testing had been completed and forwarded a copy of the certificate; and
- forwarded a copy of the letter sent to the hall committee informing them of the service's need to conform with regulations with regard to the servicing of the heating system.

3. Requirements and recommendations

We recommended that leaders:

- update the statement of purpose;
- formalise the supervision process;
- ensure that all staff complete up to date child protection training;
- label storage boxes;
- further develop the literacy/numeracy corner;
- consider increasing storage;
- further develop outdoor area; and
- provide more opportunities to further develop the children's independence.

1. Well-being

Summary

Children at Cylch Meithrin Hermon are listened to and are able to make choices. They are happy, secure, settled and enjoy the opportunities available to them. They express themselves and are confident that non-verbal clues are recognised and acted upon. They interact confidently with each other and with adults.

Our findings

1.1 To what extent do children have a voice?

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

Children evidently enjoyed themselves as they sang during circle time and we saw children choosing which songs they wanted to sing, for example, one child chose 'Mr Hapus ydw'. Children were given choices, for example, one child wanted to place the waste from her plate in the red bin and was able to do so and another child asked for beans on the side of his toast instead of on his toast and staff responded to his request. Children asked for more food and drink, and they were able to have more and non-verbal clues were also recognised. For example, a young child pointed at the plate instigating that they wanted more beans and the request was acknowledged. Also a child held a pot of water up instigating that they wanted more water and again the request was acknowledged.

Children at this service have a strong voice.

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

Children at this service are well settled, cope with separation and are happy and relaxed.

Children were happy in their play and activities. Children played together and were developing good relationships. The helper of the day knew the day's routine and confidently expressed what was going to happen next. Children discussed their feelings and put a picture of themselves on a peg, choosing the relevant emotion. Most children confidently expressed that they were happy but one child expressed that they were sad because they'd forgotten to brush their teeth. One child excitedly told staff that he had new shoes "but they don't flash".

Children are very settled, happy and relaxed at this service.

1.3 How well do children interact?

Children interact in a positive and polite manner with their peers and carers.

Children were relaxed and well mannered. Some said 'diolch' without being prompted and others some thanks staff after being prompted. Children sustained interest in activities for a good length of time for their age. Children were well behaved during our visit and shared well with

each other. Children confidently communicated with each other whilst waiting for their snack. Children also conversed confidently with staff as they sat to eat their food and spoke about we would be collecting them on that day, for example.

Children interact well with others.

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 evidently familiar with structured play and free time.

Children were actively engaged for the duration of the inspection visit. We observed children enjoying adult-led activities and free play, such as listening to stories and singing, colouring or playing games. We observed children laughing and having fun, for example, children thoroughly enjoyed waiting for 'Dewin' to decide who was the daily helper. Children were self-motivated and fully absorbed in their chosen free play, for example, a group of children enjoyed using pincers to sort items into their colours on small plates. Children were very enthusiastic and thoroughly enjoyed singing the Cylch's song and we heard them purposefully changing tempo and clapping with enjoyment.

Children enjoy good play and learning experiences and experience a sense of achievement.

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

Children have opportunities to develop and they are learning to become independent.

Children were supported to develop holistically through taking part in a range of stimulating activities. Children had a good variety of experiences including freely chosen, unstructured and self-directed play that enabled them to gain a good range of skills, to become independent and follow their own interests and promote all-round development. They enjoyed circle time, creative tasks, stories and singing and we saw all children counting to ten during circle time. Children had good table manners and all fed themselves independently. We saw examples of some children becoming independent, for example, most children cleared the tables and older children were able to pull their own zips up and also helped younger children to do the zips or buttons on their coats. Children also distributed the plates and cups at snack time. Some children were also able to identify their names on their seats and on their drawers. Children enjoyed creating circles with chalk on the tarmac outdoors.

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

2. Care and Development

Summary

The staff are an asset to this service. They are highly motivated and enthusiastic and are good practitioners. They know the children very well and work consistently as a team to support children to reach their full potential and to keep them safe and healthy. They are caring and nurturing and respond sensitively to children's individual needs, whilst encouraging them to become independent.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff fully understand and implement safety policies and procedures.

Staff were aware of their duties and responsibilities to report concerns in relation to safeguarding and had recently updated the statement of purpose to include up-to-date contact details and had a policy on the Prevent Duty. However, not all staff had received recent training in relation to child protection. Staff provided healthy snacks such as toast and beans. Staff promoted good hygiene procedures, for example, they ensured that children washed their hands before eating and provided liquid soap. We also saw staff wiping tables before and after use. Leaders had introduced a national healthy and sustainable pre school scheme to the Cylch.

Leaders promote children's health and well being successfully.

2.2 How well do practitioners manage interactions?

Staff are good role models. They interact positively and enthusiastically with the children, and are consistent in their approach to manage behaviour.

Staff interacted well with children from the moment they arrived. Staff were good role models and were calm and patient with the children in their care. Staff demonstrated a good understanding of age appropriate positive behaviour management methods. They set a good example by always speaking calmly and politely to each child. Staff praised positive behaviour such as children helping to tidy up and sharing and also gave stickers to children for good behaviour. Staff engaged with children in an interesting and enthusiastic manner which captured their attention, for example, staff introduced a soft toy of the umbrella organisation's mascot 'Dewin' to the circle and he sat in the circle with the children whilst staff referred to him as being a good listener. This resulted in all children behaving impeccably during circle time.

Staff manage behaviour consistently and efficiently.

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

Staff know, understand and meet children's individual needs.

Staff knew the children in their care well through regular observation of their preferences and skills development and through regular communication with parents. Staff used every opportunity to develop children's skills, for example, staff used nappy-changing and hand-washing as an opportunity to sing and talk with the children and asked open questions to the children at snack time. Children were involved in ordering and paying for food provided by the community centre. However, although they had opportunities to become independent, there were also some missed opportunities at snack time, for example, staff poured the milk and placed the food on the children's plates. Staff introduced robust and appropriate Welsh vocabulary to the children and they were very effective in providing the active offer of the Welsh language to children. Staff gave older children more responsibilities and those children enjoyed helping younger children, for example, some older children were given a responsibility for a group. All parents that had returned the questionnaires were extremely complimentary about the staff at the nursery.

Staff are dedicated and enthusiastic in promoting children's play, learning and development and meet children's needs well.

3. Environment

Summary

Staff ensure that the premises are safe. They have access to an indoor and outdoor area that provides stimulating play opportunities. Children have access to a good range of toys, resources and equipment to enhance their overall development.

Our findings

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

Children are cared for in a safe and secure environment. Leaders identify and, so far as possible, eliminate risks to children's safety.

The entrance into the community centre itself was unlocked but there was a secure coded lock on the door into the unit where the care was provided. A visitors' book was in place and was actively used to record any visitor's presence. Children were always supervised when they went into the corridor to use the toilets. The Food Standards Agency had rated the kitchen area with a level five in terms of hygiene standards. Children and staff regularly performed fire drills. Staff had a system in place to clean the areas used by them and the premises were clean. However, there was a mop stored adjacent to the changing mat. The heating system was maintained by the community centre's committee but the certificate was not available during the inspection. Likewise, we were not able to view documentation in relation to PAT testing during the inspection. Leaders were proactive in raising issues that needed attention with the centre's committee, for example, the fire alarm and the phone. There was a sand pit in the outdoor area, which had an unsuitable lid on it. Leaders were very aware of the situation and had contacted the company regarding the matter as it was faulty. Leaders had general risk assessments in place including a risk assessment for travelling on a bus and they also created tailored risk assessments for any outings such as trips to the beach and completed daily checklists.

Leaders ensure that the environment is mainly safe.

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

Children have access to furniture, equipment, toys and materials that are appropriate and suitable for their needs.

The Cylch had sole use of a self contained unit within the community hall and had ensured that children had access to toys that suited their age and interests. There were colourful and informative notice boards in the foyer and colourful displays, which included children's work, displayed in the unit itself. Designated learning corners had been set up but they did not always facilitate children to learn and explore for themselves. We saw for example, children playing with tuff trays, mud kitchen, magnifying glasses, metal detectors, white boards, popoids, duplo, farm animals, tractors and stickle bricks. Some toys were stored in

boxes at child level but in the main the boxes weren't labelled. Due to a lack of storage, staff brought some toys to the table for children to play with. The tables and chairs were suited to the age of the children and aprons were hanging within children's reach. Leaders had ensured that there was a good supply of necessary resources in order for staff to meet the children's needs promptly, such as tissues and nappy-changing resources.

Leaders ensure that the environment is mostly suitable.

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

Staff provide a good range of toys and resources, which are of good quality.

Staff ensured that children had access to furniture, equipment and toys that were appropriate for their ages, needs and development. We found that the toys were clean and in a good condition. There were plenty of materials available for craft activities. The outdoor area had many appropriate resources and the children thoroughly enjoyed playing outside. Outdoor resources included water and brushes for mark making, chalk boards, wendy house, benches, hop scotch and a sand pit. However, during the inspection we informed the leaders that the quality of cover on the sandpit was not satisfactory.

Leaders provide a good range of appropriate toys, resources and materials.

4. Leadership and Management

Summary

The leadership at the Cylch is effective. The service has very long-standing members of staff who enjoy their roles and staff work well together as a team. The service has good partnerships with parents and with the local community.

Our findings

4.1 How effective is leadership?

Leaders ensure that the service is compliant and there is an ethos that values staff and children. Children's needs are at the centre of the provision.

We viewed a sample of children's registration forms and parental contracts and found them to be in line with regulations. During the inspection, we could not locate details of a member of staff's DBS certificate but this was forwarded to us during the course of the inspection. There was a statement of purpose available but it was not wholly compliant with regulations during the inspection. Providers had a sound understanding of their responsibilities to promote the Welsh language and demonstrated fully that the "active offer" was implemented.

Leadership is mainly effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders and staff know their service well and work together and with parents to improve provision.

The persons in charge and registered person had completed a quality of care review and had forwarded a copy of the report to CIW. The persons in charge had issued questionnaires to parents and had listened to children's input. Leaders also took into consideration the verbal feedback received from the healthy eating team, three year funding team and the supportive development officer. As a result of a low return on questionnaires from parents, leaders have decided to ask parents to complete the questionnaires at the service as they brought their children. Leaders had a vision to further improve the outdoor area. Leaders have a sense of purpose that promotes and sustains improvement and good outcomes for children.

Leaders continuously self-evaluate the service.

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

Staff were very happy at the service and worked extremely well as a team.

Staff working at the playgroup were qualified and very experienced. We viewed staff files and found that the necessary information was in place. We found that staffing ratios were upheld on all occasions. Some staff had received other training including sign language, understanding ADHD and performance management. Leaders held monthly staff meetings and minutes were kept. Leaders conducted annual appraisals but formal regular 1:1 supervision meetings were not held on a regular basis. We were informed that staff discussions and planning discussions were held very regularly in an informal capacity.

The management of practitioners and staff is mostly effective.

4.4 How effective are partnerships?

Leaders provide parents with relevant information about the care of their children.

We saw that the persons in charge had issued parent packs to parents before their children had started and had collected information from parents about their children such as preferences, routines, position in the family and comforters/favourite toys before they attended the nursery. Leaders ensured that parents were kept fully informed in a variety of ways, for example, through speaking with them directly, through letters, social media and through displaying information in the foyer of the nursery. Leaders held regular open mornings and also had very strong partnerships with the local community including the community hall, local schools and young farmers. Leaders also work in partnership with other local childcare service and children from another Cylch had visited for a party. The supportive committee had raised large amounts of money for the benefit of the children at the Cylch. All parents who returned the questionnaires given as part of the inspection unanimously gave very positive feedback.

Leaders and staff have formed successful partnerships.

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 leaders:

- update the statement of purpose;
- formalise the supervision process;
- ensure that all staff complete up to date child protection training;
- label storage boxes;
- further develop the literacy/numeracy corner;
- consider increasing storage;
- further develop outdoor area; and
- provide more opportunities to further develop the children's independence.

6. How we undertook this inspection

This was an unannounced full inspection undertaken as part of our normal schedule of inspection. One inspector carried out one visit on 16 May 2018 for a total of four and a half hours. We gave feedback on 17 May 2018 lasting one hour. During the visit:

- we observed the children and the care they received by staff;
- we spoke to children, staff and parents;
- we received 4 questionnaires from parents and also staff questionnaires;
- we completed the Short Observational Framework for Inspection (SOFI) 2 tool in order to capture evidence of the children's engagement and the care being provided by staff;
- we looked at a wide range of records including the statement of purpose, quality of care review report, staff files, children's files, accident logs and risk assessments and
- we viewed the premises.

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

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Iwan Ward
Person in charge	Elizabeth Phillips Bethan James
Registered maximum number of places	16
Age range of children	2-3 years old
Opening hours	09.00am-12.00pm Monday-Thursday (term time only)
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	21 April 2015
Dates of this inspection visit(s)	16 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:	