



Childcare Inspection Report on

Cylch Meithrin Llandysilio

**Llandysilio Playing Field Hall
Llandysilio
Clunderwen
SA66 7SY**

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 Llandysilio was registered in 2002 to provide sessional day care through the medium of Welsh for up to 24 children. The service is located in the community hall in the village of Llandissilio and operates every morning between the hours of 9.00am and 12.00 midday, Monday, Tuesday, Thursday and Friday, term time. The registered persons are Haulwen Pridmore and Anna Beynon-Makepeace, along with Delyth Roblin who is also the person in charge.

Summary of our findings

1. Overall assessment

We found that children attending Cylch Meithrin Llandysilio are happy, settled and cared for by caring staff. Leaders have good partnerships with parents and the local community. Leadership and management of the service is appropriate.

2. Improvements

During inspection, we notified the registered person that they were non-compliant with Regulation 29, employment of staff as not all staff files included references. The registered person confirmed that this had now been rectified.

3. Requirements and recommendations

We recommended that leaders;

- Ensure the child protection policy is included in the policy file;
- ensure that records of staff appraisals are filed in all staff files;
- gain children and parents views towards the quality of care review and
- re-organise the staff file into individual files and ensure all Disclosure and Barring Service (DBS) certificates are returned to their owners.

1. Well-being

Summary

Children at Cylch Meithrin Llandysilio are listened to and make choices some of the time. They are happy, settled and enjoy the opportunities available to them. However, there are areas to develop the range of choices available for them.

Our findings

1.1 To what extent do children have a voice?

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

We saw children arriving and they went straight to play with the various table top activities set out for them. A small group spent some time playing with play dough. Most children responded at self-registration but others chose not to speak and nodded instead. Children clearly said which fruit they wanted or not. At snack time, children were given a choice of water or milk to drink. We saw children approach the painting table and ask to paint a picture. Others wanted to join in the 'listening to sounds' activity but was ushered away to play elsewhere.

Children have some voice 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 well. They have bonds of affection with staff who know them well.

All of the children arrived happily and their parents / carers stayed with them for a while before leaving. One child was lifted up by a member of staff to wave goodbye from the window, which she did happily. Some children approached staff for reassurance when they arrived and realised there were unfamiliar adults there. Children were obviously familiar with the daily routine and what was happening next.

Children have affectionate bonds with staff and are kept 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 for some time at the play dough table, taking turns with different cutters. Some children needed reminding from staff about being nice to each other and needed encouragement to help tidying up, which was mainly ignored by some children. We saw children refusing to sit at the table for snack and ran around the tables, as staff

continued to ask them to the table. Children received reassurance from staff when other children caused confrontation and called them names.

Children's interaction is developing but children need support from staff.

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

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

We saw children playing with various animals on the floor, and made roaring noises as they held dinosaurs and lions. Children were excited when told they were going outside to practice sports day activities, and enjoyed taking part in the obstacle race outdoors and cheered each other on, as it was their turn. We saw some children lying on the grass asking each other "shall we lie down again?"

Children enjoy their play and learning and are interested in what is available for them.

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

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

We saw children being independent when washing and drying their hands, with verbal guidance from staff. They had access to sinks, soap dispensers and paper towels after using the toilet. During snack time, children who verbally requested to, had the job of handing out pieces of fruit and toast to their friends, which had been prepared for them. Children took part in a sinking and floating task with a member of staff where they predicted whether an item would sink or float. Children followed instruction during the obstacle course of jumping in to the hoop and going through the tunnel.

Children are learning, developing and becoming independent with support.

2. Care and Development

Summary

Staff know the children well and provide care that meets their individual needs. They ensure children are kept safe. Staff manage interactions positively some of the time.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have a comprehensive file of policies and procedures, although the child protection policy had been removed. The service promotes healthy lifestyles and physical activities.

As children arrived, staff locked the door after entry. Staff ensured children washed their hands before snack and after using the toilet. We discussed child protection procedures with staff and responses showed confidence in what to do should they have concerns. Accidents and incidents were logged correctly and signed by staff and parents. Medication was not administered at the service. Staff sanitised tables before and after snack time. Staff ensured regular outside play in the large field behind the hall and the play area adjacent to the hall.

Staff on the whole, keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff encourage children to take turns and share with each other. Staff manage interactions positively most of the time, although we did see some negative interactions.

We heard staff thanking children for helping to put away toys after outside play. We saw incidents where children were told 'no you can't play there now', when they wanted to listen to the CD of sounds. We heard staff reminding children about being kind to each other and playing nicely with each other. Staff reassured and offered cuddles to children who were upset following confrontation with other children. Staff gave considerable time and attention to more challenging children as an attempt to turn the behaviour positively. For example, children did not want to sit at the table for snack, and were running around another table as a member of staff ran after them attempting to stop the running. Staff gave less praise and attention to children who were interacting quietly and listening to instructions.

Staff are ineffective in managing negative interactions.

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

Staff know the children's needs and abilities.

Staff knew children in their care and told us their likes and preferences. We saw staff use mathematical language with children such as naming colours, counting to 10 and naming shapes. All staff spoke Welsh with the children. After snack time, staff made available

several activities to play with and separated the children into smaller groups. Some played with them whilst others wandered to other areas. We saw staff sit with the children and modelled mathematical language such as 'heavy' and 'light'.

Staff are reasonable in promoting children's play, learning and development.

3. Environment

Summary

The service is located in the community hall of a small village. The environment allows children to play in a safe area with sufficient space and reasonable play opportunities. There is a small designated outdoor area, a large field and a playground area which the service can access.

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. Risk assessments were completed and amended when needed for indoor and outdoor areas. The service had been inspected by the Food Standards Agency and had a rating of five. All electrical appliances had been tested in March 2017. Fire drills were carried out each term and recorded. We were asked to sign a visitors' book upon arrival and we saw that everyone who visited the service used this regularly.

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 colourful displays on walls. The room is maintained to a good standard.

The room offers a selection of play opportunities and places to eat or complete table top activities. Leaders had arranged tables and chairs to provide a sociable area for snack time. Staff who prepared snacks in the kitchen could supervise at the same time as it had a large open counter to serve. Resources were stored in large plastic boxes in a store cupboard which was only accessible to staff. There was a large field to the rear of the building, which they were able to use for sports activities and walks. To the side of the building was a playground with climbing frame and slides which was secure and accessible. Leaders told us they are restricted with putting displays on the walls due to the hall committee's rules.

Leaders are committed to ensure the environment is suitable and spacious.

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, in good quality and age appropriate.

Resources were of good quality and suitable for their purpose. Examples of the resources available included a reading area with a selection of Welsh books, jigsaws, water / sand tray, home corner, play dough, craft equipment, lotto and matching table top games, construction area with tools, train and tracks, balls, tricycles, and dressing up clothes. We saw that resources were stored in the cupboard and put away at the end of each session because the room was used by the community groups.

Leaders ensure resources and equipment are of good quality.

4. Leadership and Management

Summary

Leadership and management of the service is appropriate. The service meets most of the required regulations and national minimum standards. There are clear policies and procedures in place, and leaders need to ensure all staff are familiar with them. 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 most of the regulations and national minimum standards. There are clear policies and procedures in place although not all policies were available.

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". The child protection policy was not available in the policy file.

Leadership at this service is mostly effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders review the service annually and share the information with parents.

A quality of care review had been completed for the current year and identified activities, trips out, staff training, new resources purchased and feedback from parents. However, the report did not include views of the children and parents who use the service. Staff meetings are held informally prior to the start of the session. The service have received a bronze award from a national quality assurance scheme, but leaders told us they did not have plans to work towards the next silver award.

Self-evaluation and planning for improvement needs developing to ensure the views of everyone involved, including the children and parents, are taken into account.

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

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

We viewed staff files and found that they did not include all the correct documentation including references. Staff files were unorganised and included original DBS certificates as well as copies. Staff told us they received annual appraisals, although copies of these were

not available at the service. Leaders told us that supervisions were carried out regularly but they were not recorded. Leaders have contingency plans in place to cover staff absences.

Leaders manage the service appropriately.

4.4 How effective are partnerships?

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

We spoke to several parents who told us how valuable the service was to the area and how approachable staff were. Some parents told us they were not kept informed about their child's development but felt confident in asking if they needed to know. The leader took the older children into the school at the end of each session as she also worked at the school. They are invited to the school sports and at Christmas, school children are invited in to watch the service' nativity show, and vice versa. Leaders told us they take children for local walks to farms and into the village. They attend the local chapel for Thanksgiving service and have had visits from the nurse, dentist and the hairdresser. They have also arranged walks into the local town and visits to the library and museum.

Partnerships with parents and the local community is effective.

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;

- Ensure the child protection policy is included in the policy file;
- ensure that records of staff appraisals are filed in all staff files;
- gain children and parents views towards the quality of care review and
- re-organise staff file into individual files and ensure all Disclosure and Barring (DBS) certificates are returned to their owners.

6. How we undertook this inspection

This was a scheduled, unannounced full inspection undertaken on 26 June 2018. One inspector visited the service for a total of three and a half hours. Feedback was given over the telephone on the 4 July.

- We observed the children and the care they receive and used our “SOFI” tool to capture evidence of children’s engagement and the care provided by staff;
- we spoke to parents and, all staff present and the registered persons;
- we received three parent questionnaires and
- we looked at a wide range of documentation including policies, recruitment procedures and children’s files.

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	Haulwen Pridmore Delyth Roblin Anna Beynon-Makepeace
Person in charge	Delyth Roblin
Registered maximum number of places	24
Age range of children	2 – 4 years
Opening hours	Monday, Tuesday, Thursday & Friday 9:00am – 12:00 Midday
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	15 May 2015
Dates of this inspection visit(s)	26 June 2018
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
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:	