



Childcare Inspection Report on

Cylch Meithrin Cemaes

**Ysgol Gynradd
Cemaes
LL67 0LB**

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 Cemaes is registered to provide care for a maximum of 13 children from a portacabin on the grounds of the local primary school in the village of Cemaes, Anglesey. The registered person is Ted Huws and the person in charge of the day to day running of the service is Rebecca Griffiths. The service is open Monday to Thursday each week during term time from 8:50am to 11:20am for 2 – 4 year olds. Children attending school in the afternoon can choose to stay until 12:30pm. The service provides the Local Authority's Early Years Entitlement for children aged 3 – 4 years and are also inspected by Estyn. All staff are bi-lingual, speaking Welsh and English with the service offering the Welsh Government's 'Active Offer' of the Welsh language.

Summary of our findings

1. Overall assessment

Children are happy and settled. They enjoy interesting play and learning experiences which are sufficiently planned to promote their development. Overall, the staff team are eager, enthusiastic and work well together. Routine and structure enables children to feel secure. The environment is well planned and improvements made since the last inspection are beneficial. Leaders are enthusiastic and use initiative to plan and implement changes. They regularly consult with those using the service and work in partnerships to deliver a service children and their families benefit from.

2. Improvements

All recommendations made at the last inspection had been addressed;

- we saw a written record of annual appraisals;
- the statement of purpose had been updated and provided an accurate picture of how the service operated.

Since the last inspection the service now operates from a porta cabin on the school grounds, a wealth of new resources have been purchased following a successful grant application which offers children a variety of play and learning experiences both indoors and outside.

3. Requirements and recommendations

We made recommendations in relation to promoting children's independence, infection control, record keeping and implementing positive behaviour management techniques.

1. Well-being

Summary

Children are relaxed, settled and communicate their needs confidently. They know their views and ideas will be listened to and make positive contributions as a result. Children play well together are forming friendships and developing independence although this could be developed further. They experience positive developmental opportunities which help them learn and grow.

Our findings

1.1 To what extent do children have a voice?

Children actively make choices and decisions.

Children confidently self-directed their own play, they were aware of what was available to them and as a result were enthusiastic in their play. We heard children tell staff they planned on playing 'doctors' and they went on to tell staff they could help by going to collect additional resources for their game. Children were encouraged to express their opinions, find solutions and do things for themselves. A child went to collect a jigsaw and asked staff if they would complete it with them, once the activity was set up the child changed their mind and shared with staff that they would prefer to do something else. The child was supported to choose another activity of interest that would be enjoyed.

Children successfully express their views and confidently contribute to ideas themes and topics.

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

Children feel valued and know staff are available to support them.

Children were familiar with the routine of the service, which gave them a sense of security. For example, children were familiar with 'circle time' and what was expected of them during different times of the day, such as putting on their coats before going out to play and waiting in line for everyone to be ready. Children were relaxed and familiar with those around them and they knew who to talk to if they were unhappy. For example, we heard a child telling staff how they felt sad and they were able to explain the reason for this. Children knew their feelings would be taken in to consideration which fostered confidence and positive self-esteem.

Children cope well; they are well supported and benefit from the sense of security which meets their needs.

1.3 How well do children interact?

Children are learning to manage their behaviour, co-operate and share with those around them.

Children were beginning to understand their feelings and the emotions of others. For example, children were supported to welcome others to their games and share and take turns. Children complied with the rules and expectations of behaviour. They were polite and used good manners; for example, they thanked staff when they were given the resources they needed meaning they successfully showed kindness and respect to those around them.

Children are forming fulfilling relationships and beginning to understand their feelings and the emotions of others.

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

Children are active and curious learners.

Children persevered for an appropriate amount of time, and had positive attitudes to activities. Children enjoyed the adult led activity discussing the size and shape of various Christmas gifts, they were eager to learn, and gained a sense of achievement when they were congratulated for their contribution. During circle time children showed they had been paying attention through responding well to the questions asked and all were familiar with the Christmas songs they would be singing at the Christmas show. Children were eager to share what they had done; for example, we saw a child asking staff to write her name on the work completed because they wanted to keep it to show their parents. The 'helper of the day' role helped give children a sense of pride, the chosen child went about completing the allocated tasks with enthusiasm. Children enjoyed chatting to each other during meal times, however they were regularly reminded that they should be silent during meal times, thus restricting children's ability to talk about what they were doing.

Children gain a fulfilling sense of achievement from what they do.

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

Children benefit from a broad range of experiences offering varied play and learning opportunities.

Children were naturally motivated to freely choose and personally direct their own play. Activities were made readily available to the children and we saw them moving from one to another. For example, a child engaged in an adult led activity later joined a group of children in their game. Children successfully accomplished things for themselves, such as helping to clear toys away and using the toilet. Opportunities were missed during meal times to

offer additional opportunities' for children to complete tasks for themselves in line with their age and ability. For example, pouring their own drinks.

Children are motivated to follow their personal interests and show good initiative.

2. Care and Development

Summary

Staff are organised and overall they follow appropriate practices to keep children healthy, safe and well. They act as positive role models and overall they set realistic boundaries. Staff successfully promote children's play and learning experiences.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have an understanding of how to keep children safe and healthy.

Staff were fully aware of the processes to follow in relation to safeguarding children; they had a secure understanding of the children's medical needs and had procedures in place for contacting parents in an emergency. They promoted healthy lifestyles by offering children a varied snack menu and were also in regular contact with the Public Health Dietician. Staff encouraged children to be physically active by planning regular opportunities for outdoor play each day. Staff promoted good hygiene by supporting children to regularly wash their hands before meal times and after playing outside. We observed that procedures during nappy changing did not fully meet the recommended best practice to minimise the risk of cross infection due to a cover not being placed over the changing area. We feed this back to the person in charge and recommended the correct procedure be followed.

Staff actively promote healthy lifestyles and ensure the children are as safe as possible at all times.

2.2 How well do practitioners manage interactions?

Overall staff managed interactions positively.

Staff had a reasonable understanding of best practice in relation to setting realistic boundaries. Staff made children aware of what was expected of them however, on some occasions staff over directed children's play and controlled behaviour rather than implementing positive behaviour management techniques and supporting expected behaviours. For example, whilst children brushed their teeth, staff stood behind the children, instructing them to carry on brushing; they gave numerous instructions rather than getting involved in the activity with the children. Agreed methods were used to promote good behaviour; for example all children were rewarded with a sticker, however staff did not explain to the children what they were being rewarded for, meaning children were not fully aware of the reasons for their reward which would help them to understand consequences to their actions in the future.

Staff try to set realistic boundaries and have reasonable expectations of standards of behaviour.

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

Staff consistently plan a broad range of good quality learning and play experiences for the children.

Providing positive learning experiences for the children is at the centre of what the staff do. All staff take responsibility for planning themes and activities and we saw written evidence of how staff identified individual learning needs and how they successfully went about providing experiences to meet these, such as pencil holding skills. Staff regularly plan and implement innovative ways of bringing learning to life for the children.

Staff regularly worked closely with outside agencies to promote and enable children to reach their full potential. Leaders have recently attended training events and obtained relevant resources to enable staff to use approved assessment methods. This will enable staff to further assess children's individual ability and provides additional resources to support staff to tailor individual learning experiences. Staff successfully implemented the foundation phase and promoted children's learning in a supportive and inclusive environment.

Staff plan a broad range of interesting learning experiences and consistently ensure the experiences offered are available both indoors and outdoors.

3. Environment

Summary

Leaders ensure children are cared for in an environment which is safe, clean and secure. The environment meets children's needs well and leaders provide access to good quality resources.

Our findings

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

Leaders ensure children are cared for in a safe, clean and secure environment.

Leaders and all staff were well aware of their responsibilities in relation to always ensuring the safety of the environment. Comprehensive risk assessments had been completed and these were regularly reviewed and updated, but they did not record when work had been completed. Prior to children going out to play staff made sure the environment was safe and visual daily safety checks are completed. Effective systems are in place to ensure the maintenance of the building and swift action is taken when required. Fire drills had been completed in accordance with National Minimum standards, however no fire drill had taken place since the start of the new term, meaning new children would not be familiar with what to do in the event of a fire. Leaders took immediate action to address this and completed a fire drill following the inspection.

Leaders implement effective procedures to ensure risks are identified and where possible eliminated.

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

Leaders provide an environment which successfully meets children's needs.

The environment is welcoming and provides a rich environment for play and learning. The layout and design promotes children's independence with children able to access different areas of learning offering a wide range of play opportunities. Leaders ensure children can explore the environment freely and the outdoor play space is given a high priority and is regularly used. The interesting learning opportunities available indoors were extended to the outdoor play area. The children's reaction when told they were going outdoors evidenced how much they enjoyed the experiences offered.

Leaders ensure all children are consistently cared for in a comfortable and stimulating environment which reflects the needs and interests of those using the service.

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

Leaders provide a broad range of good quality toys and equipment which provides children with a wealth of different and interesting activities.

The equipment and resources had been carefully planned to offer children a variety of different learning opportunities and reflected the current theme. These were available in sufficient quantity to ensure children had a good variety of choice. Different textures were introduced to promote children's curiosity; these included household items, natural, tactile and sensory resources. The resources were easily accessible to children through good storage and labelling. Effective storage also meant outdoor resources were kept safe and clean. The resources were all of good quality and brought learning to life for the children.

The resources and equipment available promote children's curiosity and enhances their experiences and development.

4. Leadership and Management

Summary

Leaders have a vision for their service. They implement consistent processes to evaluate planning for the future and agree improvements. Leaders actively support staff and ensure they motivated to deliver a caring service.

Our findings

4.1 How effective is leadership?

Leaders are eager to deliver care to a high standard.

Leaders worked with due care and attention in order to deliver a service with a sense of purpose that promotes sustained and continuous improvement. Leaders are available and visible to offer support to staff to ensure the smooth running of the service. Leaders offer guidance to staff in order to develop their understanding of their roles and responsibilities. Leaders challenge staff positively to ensure effective policies are fully implemented in practice.

Leaders have high expectations and strive to deliver a service focused on children's needs and positive outcomes for all.

4.2 How effective is self evaluation and planning for improvement?

Leaders review the quality of service delivery and implement consistent strategies to move the service forward where required.

We saw evidence of leaders assessing outcomes and regularly reflecting on what they do. Leaders regularly send out feedback questionnaires to parents to gauge their views of the service. The information gathered is used effectively to support leaders to identify areas for development. Since the last inspection the service has obtained their own porta cabin on the school grounds, giving them their own premises. To support them in developing the service, leaders have visited other services in the area to share ideas and good practice. Grant applications are regularly submitted in order to secure funding to drive further improvements and provide children with positive play and learning opportunities.

Strengths and areas for development are recognised by leaders and consistent action is taken to maintain and improve practice.

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

Leaders ensure staff are well supported in their roles and manage resources well.

Leaders ensured staff were qualified and experienced. Leaders ensured staff were suitable to care for children with the relevant checks in place including completed induction training. The service was well organised with staff and leaders keen to improve the quality of care

given to the children, thereby continually offering a better service. Leaders and staff meet regularly to discuss any issues in relation to the service. Leaders undertake annual staff appraisals and regular supervision and identify agreed objectives to further promote staff development and learning.

Leaders manage the service and staff well and as a result, children benefit from an effective service.

4.4 How effective are partnerships?

Leaders develop links with partners in the community and work in partnership with parents.

Leaders have implemented positive methods to keep parents well informed, they receive regular verbal feedback and are welcomed at the service. We saw a positive and meaningful relationship between the service and the neighbouring school with the children thoroughly enjoying their Christmas lunch provided by the school. Leaders support staff and children to be active members of the community and they regularly visit places of interest in the community.

Leaders nurture and promote positive partnerships.

5.Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

Leaders to consider;

- providing children with additional opportunities to do things for themselves in order to develop their independence;
- placing a cover over the changing mat to minimise the risk of cross contamination;
- recording when work identified on risk assessments has been completed;
- promote positive behaviour and
- explaining to children why they have received a award for positive behaviour.

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 6 December 2018 between the hours of 9:20 a.m. -12:30 p.m.

We:

- Inspected a sample of documentation and policies;
- observed practice and completed observations to evidence the children's engagement and the care being provided by staff;
- spoke to the children and the staff present;
- considered the safety and suitability of the environment and resources for the children; provided the person in charge with feedback over the phone

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

www.careinspectorate.wales

About the service

Type of care provided	Childrens Day Care Sessional Day Care
Registered Person	Ted Huws
Person in charge	Rebecca Griffiths
Registered maximum number of places	13
Age range of children	2-4 year old
Opening hours	8:50am – 11:20am 11:20am – 12:30pm Monday to Thursday during term time only
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	08 December 2015
Dates of this inspection visit	06 December 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?	Yes – 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:	