



# Childcare Inspection Report on

**Cylch Meithrin Terrig**

**Ysgol Terrig  
Ffordd Y Llan Treuddyn  
Mold  
CH7 4LN**

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

**This report is also available in Welsh**



**Date Inspection Completed**

**10/04/2019**

**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. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

<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 Terrig is located in Ysgol Terrig, Treuddyn near Mold. The service is registered to care for 19 children and the registered person and person in charge is Glenys Jones. The service is open Monday to Friday 08.00– 15.00 during term time for children aged two to four years. This is a Welsh medium provision supported by the Mudiad Meithrin and Ysgol Terrig. The service provides funded places for children aged three years and is inspected by Estyn. This service provides an 'Active Offer' of 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 have fun at this service and they have a voice. They are listened to and make choices confidently. They are cared for by experienced and capable practitioners who provide interesting activities for them. The environment is child friendly, safe and well set out with plenty of toys and equipment to effectively develop skills. Leaders have a clear vision of the service and this ensures a good level of care for children by a committed team of practitioners. There are successful partnerships with parents and the school.

### 2. Improvements

Children benefit from having a greater variety of activities to engage with outside as further resources have been purchased.

Children enjoy the new cosy corner tent with cushions in the main playroom.

The recent annual quality of care report shows that improvements are ongoing and benefit the children and their families.

### 3. Requirements and recommendations

We recommended that there is always enough detail in the accident forms to reflect what parents have been told.

# 1. Well-being

Good

## Summary

Children have a voice, express themselves well and make choices confidently according to their stage of development. Children are thriving and flourish because they feel secure, respected and valued. They are successfully beginning to learn valuable social skills. Children are active and curious learners and enjoy a variety of experiences at this service. Children are learning many skills through play, for example pre reading and physical abilities, learning Welsh words and phrases, and as a result are developing well and becoming independent.

**Our findings** Children were listened to and their choices respected. Their choices were respected and this was observed when children chose to play with dressing up clothes after lunch. Children chose where to play and were supported and guided by practitioners according to their individual needs. Children also chose what healthy snack to have as a variety was offered. Many areas and activities were set out for children and inside there were additional toys stored at the children's height for them to help themselves. Children who need a service through the Welsh language receive one.

Children felt safe, happy and valued. We observed children coped well with separation from their parents on both days we visited and were excited on the day of the party. They were happy to explore their surroundings and related well to the practitioners and gave them cuddles. Children had bonds of affection with the practitioners and were spoken to fondly.

Children interacted well with each other and the practitioners. Children were learning to share with the help and encouragement of practitioners for example, when a child wanted a ride on toy at the party. They coped with allowing another child to have the toy for a while and played with something else while they waited their turn. This was because they received much support. Children were learning to be helpful as we observed a child handed another their coat before going out to play.

Children were active and curious learners and enjoyed a variety of experiences. Children were engaged and motivated in their play and learning. Children were excited to play with new toys on the day of the party but were content to look at books. We saw a child had a great sense of achievement as they were appointed to be helpwr heddiw and another watered the plants outside without prompting. We observed much imaginative play in the home corner, as children were talking on the phone and on the floor with vehicles.

Children were developing skills to promote their all round development and independence. They were learning how things grow and Welsh words, for example when seeing a worm a practitioner gave them the Welsh word mwydyn. Children were seen eating and drinking independently during snack time and they cleared away their plates afterwards.

## **2. Care and Development**

**Good**

### **Summary**

Practitioners keep children safe and healthy in a caring atmosphere. They manage interactions consistently, being good role models and using positive strategies. Professional and capable practitioners promote children's learning through play, providing stimulating activities and meet children's individual needs.

### **Our findings**

Practitioners understood and implemented policies and procedures for the service. They had completed safeguarding training and contact numbers for the relevant agencies were on display. All practitioners had current first aid qualifications and accident forms showed incidents were dealt with appropriately and parents were informed and signed the records. Some accident records had very little detail about how the injury had happened. Healthy snacks and drinks were provided. We saw many information leaflets about healthy eating, some of which had been shared with parents. Practitioners ensured children enjoyed the benefits of playing outside regularly. The Infection Control Audit was completed annually which reminds practitioners about all aspects of infection control in child care settings. Records of regular fire drills evidenced that practitioners and children know how to evacuate the premises safely.

Practitioners managed children's interactions well, helping the children to co operate and learn social skills. They used distraction techniques successfully and praised children often, for example for tidying the toys. Practitioners successfully reasoned with the children to help them share toys at the party. They encouraged children to say sorry when they had displayed unacceptable behaviour. Much affectionate praise and encouragement was heard, and children were encouraged to say "Diolch" (thank you).

Capable practitioners promoted children's learning through providing a rich play environment and they met individual needs as they knew the children well. They provided a nurturing and caring atmosphere and gave responsive care as they knew details about the children which had been shared by the parents both verbally and in registration forms. Practitioners promoted the development of all children by planning and providing a wealth of stimulating play and learning experiences. They effectively promoted the Welsh language as the children understood what was said and sometimes responded in Welsh. We saw written planning and observational notes were completed for each child enabling the practitioners to adapt the activities to children's needs. Interesting activities were planned such as an egg hunt and we saw photos of children enjoying special days when they dressed up and when two pet rabbits were brought in for the children to handle. Children enjoyed the school's forest area and had made cakes. Planning included aspects of technology including metal detectors and multi cultural events such as Chinese new year.

### **3. Environment**

**Good**

#### **Summary**

The environment is very suitable being safe and child centred giving the children varied first hand experiences. The quality and variety of the resources are extensive and the practitioners make good use of them to create an interesting and stimulating environment for children. Leaders provide a clean, secure and safe environment and written risk assessments ensure all practitioners are aware of how to keep children safe. They ensure children are supervised well both inside and outdoors by knowledgeable practitioners.

#### **Our findings**

Leaders ensured that the environment was safe and secure and children were supervised well. There was a safe locked entrance both at the community hall and school classroom, and a record was kept of all visitors. All areas inside and outside were hazard free and there were comprehensive written risk assessments, including a separate one for fire risks. These documents were dated recently and all practitioners had signed to indicate they have read them evidencing that they knew what the risks were and how to manage them.

Leaders provided a child friendly, interesting, stimulating and exciting environment for children. The service uses a community hall on a Monday, Wednesday and Friday and a school classroom on a Tuesday and Thursday. Both environments were seen and were safe and suitable. Areas of play and learning were set out at child height for children to access easily. Indoors sturdy, wooden child sized chairs and tables were used as well as furniture for early years provision. Pictures of the children and their work were attractively displayed. The school's forest area is used on Tuesdays and a practitioner has accessed a course to learn how to make the most from this outdoor facility. Outside we saw a lovely area with daffodils which they had planted with other flowers. A water tub had interesting things in it such as ribbons and children enjoyed handling plastic eggs on a tray.

Leaders had ensured children had access to a wide range of good quality, stimulating play and learning resources. Activities and toys were available in sufficient quantity to ensure children had an interesting choice. We saw a variety of materials used to create a collage of an Easter egg such as paper, ribbons and feathers. All toys and games were clean, in good order and stored in labelled boxes at child height. Equipment and furniture was suited to the ages of children attending. Leaders had provided books and toys to display the wider society and promote equality. Multi cultural events were planned for and celebrated and sustainable materials were used as we observed paper plate craft on display and a box of junk for modelling.

## **4. Leadership and Management**

**Good**

### **Summary**

The leadership is experienced, knowledgeable, forward looking and strives to provide a quality service. Self evaluation is effective and improvements are made considering all involved. Practitioners are managed well and leaders ensure they have sufficient on going training, support and resources. Partnerships with parents and others are effective for the benefit of the children and their families.

### **Our findings**

Leaders have a sense of purpose and expectations to promote improvement and good outcomes for children. For example we observed a happy, competent and well supported workforce. We saw consistent practice throughout the service and practitioners worked well as a team. Leaders have always complied with any recommendations made and ensure legal obligations are met such as public liability insurance. The voluntary committee are supportive and raise funds and apply for grants.

Leaders and practitioners know their service well and promote a positive culture of continuous self evaluation and improvement which is embedded in daily practice. Activities were regularly reviewed as part of the planning and we saw children's questionnaires with discussion notes showing children's comments. Parents can influence the running of the service by being part of the committee and are given questionnaires annually. The annual review contained information about the service including areas of good practice and plans for improvement. Some areas for improvement had already been acted upon, such as improving the outdoor area and making use of the forest area.

We observed practitioners had a good knowledge of children enabling them to promptly meet their needs and they had a gentle and kind manner with the children. We observed the leader supported and assured other practitioners. We also spoke to practitioners who confirmed that they had a good experience during their employment. Annual appraisals had been completed and training such as Autism awareness and foundation phase planning enabled practitioners to improve their practices. A practitioner told us they are able to implement what they learn and regular staff meetings took place to plan activities.

Relationships with parents were strong. They were contacted regularly and they spoke to practitioners freely and had an opportunity to feedback their opinions annually in writing using a questionnaire. We observed a parent feedback posting box which had sometimes been used. Flyers had been shared with parents about safe hand washing and healthy eating. Parents were also given information using a secure social media page. There are close links with the school as the service uses some of their facilities and the head and secretary showed their support during the inspection. The leader takes children into the community and they have learnt about how to post a letter, decorated the church and been to a local farm shop.



## **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 there is always enough detail in the accident forms to reflect what parents have been told.

## **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 10 April 2019 from 09.20 – 10.00 when the children were having a party. We also visited on 11 April 2019 from 09.20 – 14.10 to inspect the normal routine.

We:

- Inspected a sample of documents and policies;
- observed practices and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children and three practitioners;
- inspected the areas used and
- reported our findings to the registered person.

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	Glenys Jones
Person in charge	Glenys Jones
Registered maximum number of places	19
Age range of children	2 – 4 years
Opening hours	08.00 – 15.00 Monday to Friday during school term time
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	08 February 2017
Dates of this inspection visit(s)	10 and 11 April 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?	Yes This service 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 [[Insert Report Published Actual](#)]

No noncompliance records found in Open status.