



Childcare Inspection Report on

Cylch Meithrin Ysgol y Llys

**Ysgol Y Llys
Princes Avenue
Prestatyn
LL19 8RP**

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 Ysgol y Llys is registered with Care Inspectorate Wales (CIW) to care for a maximum of 27 children under 12 years of age. The provision is based in a dedicated classroom within Ysgol y Llys in Prestatyn. The service is open from 8:45am to 2:45pm from Monday to Friday during school term.

The registered persons are Helen Gilmore, Ann Begley and Michelle Meredith Roberts, and the person in day to day charge is Helen Gilmore. Welsh is the main language used in the service.

Summary of our findings

Overall assessment

Children are happy, settled and engaged in their play and learning, and receive a good level of care from dedicated staff. Staff meet children`s individual needs and provide a good range of activities. The environment is secure, comfortable and clean and children benefit from a suitable range of toys and equipment.

Improvements

The main area of improvement since the previous inspection is the completion of an annual Quality of Care Review, to meet the requirements of Regulation 16 of the Child Minding and Day Care Regulations 2010.

Requirements and recommendations

We found improvements are required in relation to health and safety matters, staff supervision, and Disclosure and Barring Service (DBS) checks.

1. Well-being

Summary

Children are happy and confident, and have a range of opportunities to develop their skills and independence. Children interact well with staff and with each other. Children are motivated to do well, and are praised for their achievements.

Our findings

1.1 To what extent do children have a voice?

Children have a voice and are listened to. They have an opportunity to express their likes, dislikes and opinion during circle time. Children are able to choose their own play activities, and who they want to play with. We saw children freely accessing each of the play areas which consisted of a creative area; graphics; numeracy; music and sound; construction; role playing; comfort area and water activities. The children were able to move freely from one play area to another.

Children feel comfortable in this setting, and are confident to speak and express themselves

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

Children feel safe and happy. Children had settled well, had coped with separation from their parents, and had formed positive emotional attachments with each other and with staff. This enabled them to express themselves positively and with enjoyment.

Children are being provided with care which enables them to grow and develop bonds of affection.

1.3 How well do children interact?

Children interact well with each other. We saw children playing and learning with each other in a co-operative way. They listened to announcements made by the staff about the activities available to them.

We saw positive behaviour while they were brushing their teeth at the beginning of the morning session. Children behaved in an excellent manner throughout our visit. They are beginning to understand the feelings of others. For example, they had learnt to share toys and to take turns, especially if a child showed signs of disappointment.

Children are provided with care, enabling them and teaching them to show respect to one another and to those caring for them.

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

Children enjoy their play and learning.

The morning session was well structured. The morning commenced with a group session, followed by a start of play session. After tidy-up time and snack time, children brushed their teeth and then moved on to `family group` activities. In small `family groups` individual children were able to tell the staff what they had achieved and enjoyed during the morning.

Children enjoyed their outdoor activities, and benefited from a range of resources in a dedicated outside play area, adjacent to the classroom. We saw a small group engaged in construction work. Also, they enjoyed using paint and glue with recycling material, in a corner of the garden. There were water activities. Some children were allowed to paint the school wall – with water. Children had the opportunity to grow lettuce, potatoes, broad beans, carrots and beetroots.

Children are being provided with a variety of activities which encourages imaginative play and sustains their attention and interest. This enables them to learn new skills and develop positive relationships.

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

Children are developing well . Children were showing signs of developing socially and linguistically and had good opportunities to become independent. For example, most children were able to put on their own caps and bags at the end of the morning session, with little help from staff. Children were able to cope independently during the teeth brushing session.

Most children are making good progress and are naturally motivated to choose and direct their play.

2. Care and Development

Summary

Staff manage children`s interactions with each other well. They promote good behaviour and they care for the children in a warm and kind way. Children are cared for in a safe environment, and their progress and development are promoted.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff ensure children are safe and healthy. They have an understanding of the policies and procedures for the service and their required training is up to date. We saw staff encouraging healthy practices, ensuring children washed their hands before eating. Staff encouraged children to eat healthily and prepared fresh fruit, and provided milk and water to drink during snack time. During the lunch break, some children had a meal prepared by the school, while others had a packed lunch prepared by their families. Our visit took place on a particularly hot day, children were provided with sun lotion, hats and plenty of cold water. The teeth brushing met the requirements of the `Designed to Smile` initiative requirements. Staff attended relevant courses relating to safeguarding children, and we found all staff had a clear understanding of how to implement child protection policies and procedures, if they had concerns about a child`s welfare.

Staff have an understanding of their roles and responsibilities to ensure children are safe and healthy.

2.2 How well do practitioners manage interactions?

Staff encourage positive behaviour in line with the strategies outlined in the behaviour management policy. Staff praised good manners during different activities. We saw excellent behaviour throughout our visit. In the singing session, one child appeared to be uncomfortable with group singing. A member of staff succeeded in comforting the child, so that the child could observe the singing from a distance. Staff managed interactions well when children sometimes competed for the same toys.

Staff praise children for their achievements and interactions. We heard the expression `da iawn` (very good) frequently during our visit.

Positive interactions are well managed by staff.

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

Staff know the children well and as a result the children are supported in their learning and play development. Staff understood and implemented the principles of the Foundation Phase curriculum, and they provided interesting learning experiences across all areas of learning. We saw evidence of staff making a note in a book of a

new achievement in one child's learning experience. Using a new word or an unfamiliar number would be transferred from staff's books to children's individual progress file. In a singing session, children took an active part in singing a range of 'Dewin a Doti' Welsh songs, some of which were aimed at developing children's understanding of the weather and of days of the week. The songs also provided children with new words, thus enhancing their vocabularies. Children's language skills are developed, when their vocabulary is extended, not only during story time, but also in a range of play activities, such as free play; role playing and discovery.

Parents are made aware of their children's well-being and progress. Staff introduce new Welsh words on a gradual basis, both in conversation and in song, and they effectively promote children's play and meet their individual needs.

Staff know the children well and as a result the children are supported in their learning and play development.

3. Environment

Summary

Leaders ensure children are cared for in a stimulating and safe environment. They have created an environment which enables children to learn, play and develop in a colourful, well - resourced setting. Resources are suitable for the needs of the children, and resources are of good quality.

Our findings

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

Leaders ensure that children, on the whole, are cared for in a safe environment.

Staff care for the children in a dedicated classroom at the rear of Ysgol y Lllys. Accessing the room is possible via the school main entrance, and through an external gate. We were not asked for proof of identification on arrival, and were not asked to sign the visitors` book. Leaders ensure everyone is well aware of their responsibilities in relation to the safety and welfare of children. Fire drills held once every school term, in conjunction with the school, and risk assessments are reviewed regularly, if there are environmental changes to the service.

Staff ensure that children are generally safe in the environment in which they are cared for.

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

We found that leaders make the best possible use of the space available to them.

Indoor play areas were stimulating, because they were well planned, colourful and bright. Resources were set out so children had easy access to them. There was easy access from the setting`s room to an outside fenced play area. The setting is located on the site of a large primary school, which has extensive hard surface play areas. Children also have access to a well-maintained grassed area. The entrance between the classroom and the outside play area benefits from a large sheltered area. This resource enables children to play and learn outdoors – even when the weather is unfavourable. Leaders have ensured the internal environment provides for a wide range of play opportunities suitable for the age range cared for. The environment is child centred, warm and welcoming. Children`s art and craft work is displayed, to give children a sense of pride and belonging.

Leaders ensure children are cared for in a suitable environment.

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

Leaders ensure resources and equipment are of good quality and are clean.

Leaders had ensured children could access and play with a range of quality toys suitable for their ages. Low level tables and chairs enabled children and staff to sit

and interact with each other, to undertake various activities. Toys and other play resources were in good condition.

Staff ensure children have easy access to a suitable range of good quality resources, keeping them busy, occupied and stimulated.

4. Leadership and Management

Summary

Leadership is effective for the daily running of the service. Leaders are not always complying with regulations and national minimum standards. We found evidence that staff do not receive one-to-one supervision, and one member of staff's Disclosure and Barring Service (DBS) certificate had expired.

Our findings

4.1 How effective is leadership?

Leadership is effective, and leaders are aware of ways in which the service can be further improved.

The leadership and management of the service shows there is a continuous attempt to improve policy, procedure and practice to meet our standards and regulations. However, leaders did not comply with the requirements of National Minimum Standards for Regulated Childcare, because staff do not receive one-to-one supervision, and one member of staff's Disclosure and Barring Service (DBS) certificate had expired. This is an area of non-compliance within the service.

The Statement of Purpose provides an accurate picture of the service, and gives parents information they need to decide whether or not the service meets their needs and those of their children. The accident and incident books are completed, as required. However, a few entries in these books were not dated and others had not been signed by a parent.

Leaders have a clear understanding of their responsibilities to gradually improve children's fluency in both Welsh and English. In their bulletins to parents, leaders make parents aware of the advantages of bilingualism. They have also adopted a scheme called 'Croesi'r Bont' (crossing the bridge), a scheme that provides staff with specific Welsh words and language patterns, so that the use of Welsh can be encouraged in singing sessions.

Leaders are not complying with all regulations and national minimum standards.

4.2 How effective is self-evaluation and planning for improvement?

We found the most recent Quality of Care Review Report was very robust and comprehensive.

Leaders are continuously attempting to improve the service, and take into account the views of parents and children, as well as first hand experiences to evaluate the service. Parents had recently completed parents' questionnaires. All of them contained positive comments on the quality of the service. The registered persons have close links with the service, and take a keen interest in standards achieved, in order to meet statutory requirements. This, in due course, is likely to have a positive effect on standards achieved by children in compulsory education at the school. The

school's nursery and reception class teacher visits the service on a weekly basis. The teacher informed us that she knew the children well, before they commenced compulsory education at the school. She had a clear understanding of individual children's progress. This arrangement enhanced transition to the primary school, and enabled the school to meet children's individual needs.

Self-evaluation is effective, and it informs the planning of further improvements.

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

Leaders ensure staff are supported in their roles, and are effectively deployed.

Leaders have ensured staff are clear about their roles in relation to – free play; story time; singing; toileting and preparing a morning snack.

On inspecting staff files, we found all basic statutory requirements were in order, including annual appraisals, and staff had the opportunity to attend relevant training events, such as food hygiene and child protection. However, one member of staff's Disclosure and Barring Service (DBS) certificate had expired. Leaders agreed that this matter would be addressed immediately.

Staff told us leaders were supportive, and they knew who to go to if they needed guidance.

On the whole staff and other resources are effectively managed and deployed.

4.4 How effective are partnerships?

Leaders communicate well with parents in order to meet children's needs and to keep them informed of their child's development.

Leaders communicate with parents not only on a daily basis, but they also publish a colourful and informative monthly bulletin. These bulletins contain day to day information, such as fees and school terms, but they also contain information on – the curriculum; learning areas; theme of the term and the advantages of being bilingual.

Leaders have ensured they work with parents to identify their children's needs and preferences before they start at the service. Leaders have ensured the service engages well with the school in which the service is located. This has created a family-like environment in which children are able to make a smooth transition from the service to the school.

The service has good links with a range of partners, including – parents; primary school staff; Designed to Smile and Healthy Pre-schools representatives; Flying Start staff and family link workers.

The service's partnerships with the school parents and others are effective.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

In the previous inspection report, it was noted that there was technical non-compliance, because there was not a second reference in all staff files. Therefore, the service did not meet the requirements of Regulation 28(2) of the Child minding and Day care regulations 2010.

We found this was the case for some staff, during our inspection

5.2 Areas of non compliance in this inspection

We informed the registered person that they were not compliant with

- Regulation 20(4)(a) of The Child Minding and Day Care(Wales) Regulations 2010, because one member of staff's Disclosure and barring Service (DBS) certificate had expired prior to the renewal date;
- Regulation 29(3)(a) – because staff did not receive appropriate supervision;
- Regulation 28(2)(a) – because two employment references had not been obtained for all staff.

We did not issue a non compliance notice, as we did not find, on this occasion, that this affected the well being of children. The registered person must address these matters.

5.3 Recommendations for improvement

- ensure all visitors provide proof of identification and sign the visitors` book on arrival;
- ensure that all accidents and incidents are dated and signed by staff and parents;

6. How we undertook this inspection

We undertook this unannounced inspection as part of our annual schedule. We inspected from 10:30am to 14:00pm on Thursday 7 June 2018.

- One inspector undertook the inspection during the times indicated;
- We inspected a wide range of records, including the statement of purpose, policies, and a sample of staff files;
- We observed children`s activities, and the care they received both indoors and outdoors;
- We inspected the premises and the quality of toys and equipment;
- We spoke to children, the registered persons, the person in charge and to other staff, and to one parent

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About the service

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| Type of care provided | Children`s Day Care Sessional Day Care |
| Registered Person | Ann Begley Michelle Meredith-Roberts Helen Gilmore |
| Person in charge | Helen Gilmore |
| Registered maximum number of places | 27 |
| Age range of children | Under 12 (2.5 to 4 in this service) |
| Opening hours | Monday to Friday 8:45am to 15:45 pm School term-time only |
| Operating Language of the service | Welsh |
| Date of previous Care Inspectorate Wales inspection | 10 September 2015 |
| Dates of this inspection visit(s) | 7 June 2018 |
| Is this a Flying Start service? | Yes |
| 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: | |

