



Childcare Inspection Report on

Cylch Meithrin Bronwydd

**Memorial Hall
Bronwydd
Carmarthen
SA33 6BE**

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 Bronwydd provides sessional care for a maximum of 24 children aged from two years. They operate from the Memorial Hall in the village of Bronwydd. The hours of operation are 9.15am to 12pm Tuesday to Friday. The Cylch Meithrin is funded to provide care for three year olds and is consequently inspected by Estyn. The registered person is Mair Rees. The language of care is Welsh.

Summary of our findings

1. Overall assessment

We found that children attending Cylch Meithrin Bronwydd are very happy and well settled. They are cared for by nurturing, knowledgeable and enthusiastic staff who are committed to meeting their individual needs. The children evidently enjoy their time at the service very much and they benefit from thoughtfully planned activities. There is no designated outside area however, the service has use of the large hall and access to a playing field and park. Parents are happy with their children's progress and the service that is provided.

2. Improvements

New large trays have been purchased for sand, water and sensory play.

3. Requirements and recommendations

We recommended that

- a fence is placed adjacent to the steps leading to the hall.

1. Well-being

Summary

Children at Cylch Meithrin Bronwydd have choice, are listened to and are able to make choices. They are happy, secure and enjoy the opportunities available to them.

Our findings

1.1 To what extent do children have a voice?

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

On arrival at the service, children confidently chose from a range of activities such as trains, shape sorters, role-play clothes and sand. The children were obviously used to the routine and children confidently chose where to play. Children had numerous opportunities during the session to voice an opinion and to make personal choices. During circle time children had a choice of coloured shapes to sit on and asked if they could sing one particular song at a fast pace. When taking part in a focused activity, children vocalised what fruit they did not want to add to their cous cous, "Fi ddim yn hoffi tomato." Children were confident that they would be reacted to positively when making requests. Children were given time and attention when they spoke for example, one child wanted to tell staff that she had new paw patrol socks and that she had a new baby brother.

Children have an exceptionally strong voice.

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

Children are content and well settled at the service. They are happy, relaxed and feel valued by staff.

Children arrived happily at the service and smiled contentedly as staff greeted them at the door. Children approached staff confidently at various times during the session and knew that they would be reacted to positively. Children dressed up in the role-play corner before showing their outfits to the staff. They were delighted when staff commented on their excellent choice of sunglasses and sun hats due to the hot weather. During circle time, each child was given attention in turn. One child was asked if she would like to tell the children her exciting news. The child was thrilled to tell the children that she was a big sister and the name of her new sibling. The other children spontaneously clapped much to the delight of the little girl.

Children feel consistently safe, happy and valued.

1.3 How well do children interact?

Children are beginning to understand their feelings and are sensitive to the emotions of others. They take turns, share and co-operate.

Children played alone, alongside each other, in pairs and in small groups. One child happily sat in the reading corner on a comfortable seat looking through books. Children played happily together for example in the sand children contentedly shared resources such as buckets, spades, sieves and rakes. They collaborated to create a train track before taking turns to push the trains around the track. Children were kind and considerate to each other holding hands and hugging each other. During circle time and the focused cooking activity, children naturally took turns and passed resources to each other. During sports day practice children clapped to encourage their friends. At the end of the session children waved goodbye to their friends and had clearly formed bonds of friendship.

Children interact very well with each other.

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

Children are engaged and interested in their play. They sustain interests in activities and are familiar with structures play and free time.

Children explored their environment freely and confidently got out other toys and resources as they wanted. Children answered questions enthusiastically about the characters in the story “ Beni a’i fysedd rhyfeddol.” They enjoyed acting out parts of the story for example each child was given the opportunity to play a small piano the same as the character in the book had done. During circle time children were confidently able to recite the days of the week, months of the year and answer questions about the weather. Children enjoyed the cooking activity and were very proud to show their carers what they had been doing during the morning session.

Children thoroughly enjoy their play and learning.

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

Children have opportunities to develop their independent skills and independence.

On arrival at the service, children independently found their coat hanger with their name and hung up their bags and coats. Children washed and dried their hands independently before snack and placed the used paper towel in the bin unprompted. One child, “helpwr y dydd” gave each child a plate and a cup at snack time. A child independently and unprompted got a tissue to wipe her nose. Children busily tidied up the toys at various points during the session. Children were able to dress and undress themselves in the roleplay clothes. During the cooking activity children spooned the cous cous, tomatoes, cucumber and pepper into their individual bowls independently

and poured their own milk at snack time. At the end of the session, children were encouraged to recognise and collect their own bags.

Children develop well and have excellent opportunities to practice their independence.

2. Care and Development

Summary

Staff consistently meet children's needs because they know them well. They are committed to providing stimulating and varied activities for children.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are aware of the service's protection policy and know the procedure to follow if they have a concern about a child. The service promotes healthy lifestyles.

Staff knew that safeguarding children was a high priority and had a good understanding of dealing with concerns or disclosures when given scenarios. Staff had updated paediatric first aid training and there were clear procedures in place to deal with incidents. Staff and parents signed accident and incident logs. Staff ensured that children washed their hands before sitting down to snack. Crackers, cucumber, tomato and pepper with milk to drink were provided as a healthy snack. Staff were aware of allergens and had undergone training. The service did not have a designated outside area but used a large hall for activities such as 'actif' story time, ride on vehicles, cooking and to practice sports. The service makes use of the communal areas in the near vicinity such as the cricket playing field and park. They hold a "Mercher mwlyd" every Wednesday when children bring wellies and appropriate clothing to explore the outside area. Children cook every Thursday with cooking ingredients displayed on the service's door for the attention of parents and carers.

Staff are competent at keeping children safe and healthy.

2.2 How well do practitioners manage interactions?

The service has a promoting positive behaviour policy and staff are consistent in their approach in managing interactions.

Staff praised children for good behaviour and responded to children who wanted a cuddle or reassurance. Staff continually drew attention to children who behaved appropriately by praising them in front of other children. For example children playing with the train track were told "Da iawn chi am rhannu a chymryd tro!" Staff were good role models, speaking politely and kindly to each other and the children. The children were very well behaved during our visit asking politely for example for more milk or crackers during snack time and saying thank you. Children lined up smartly to enter the large hall and held hands and helped each other when needed. For example, during circle time a child who had recently started was asked if she would like to sit on a red circle, one of the older children kindly pointed a finger to where she should sit.

Staff manage interactions very well.

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

Children are looked after by caring and nurturing staff who know children's preferences and individual abilities.

Staff implemented the principles of the foundation phase and we saw detailed planning for all age ranges. Staff planned focused activities around a theme such as under the sea with the book "Beni a'i fysedd rhyfeddol" as stimuli. Focused and provisional planning were intertwined around the theme. For example, children had created jelly fish out of recycled yogurt pots, had undertaken floating and sinking activities and had blue materials, shells and pebbles in their sensory area. During focused activities, staff noted the next step for each child that in turn fed into the planning of activities. An Ipad book creator was used to evidence individual development with photographs such as children holding pencils, drawings, completing jigsaws and jumping into hoops. Staff implemented the CHATT language programme. The service recorded children's preferences such as favourite snack and toys prior to them starting at the service.

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

3. Environment

Summary

The environment allows children to play in a safe area with a range of opportunities and resources. The room is set up to meet all areas of learning of the foundation phase. A large hall is used for physical activities.

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 risks are identified and eliminated as far as possible.

The door to the room was kept locked and a visitors' book was actively used. Regular risk assessments were carried out for the service, as well as visits to the community. Staff kept the premises clean and cleared up at the end of each session. Electrical equipment were PAT tested and cleaning equipment were kept safely in a cupboard that children had no access to. The service had registered with the local food standards agency. Fire drills were logged and carried out monthly. A current public liability insurance certificate was displayed on the notice board and the heating service certificate was seen.

Staff efficiently ensure the safety of the environment.

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

The inside environment is welcoming and child friendly with lots of children's work and colourful displays.

The main room had a wide range of play areas suitable for children; roleplay, creative, small world, construction, sand and water play. Colourful displays on the wall included underwater display, jelly fish and fish hanging from nets attached to the ceiling. A large hall was used for large apparatus such as ride on vehicles, 'actif' story time as the service did not have a designated outside area. The hall was also used for cooking activities, snack time and 'ti a fi' group when the children joined in the activities.

The environment is well suited for the children.

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

Children benefit from good quality resources, equipment and toys.

The resources and equipment were of good quality and suitable for purpose. Staff had provided child sized furniture to allow children to sit at tables independently and to access toys and equipment. Resources and equipment were in good condition and

clean. There was an ample amount of resources for the children to choose from. Multicultural books and toys were available and used when looking at a particular theme such as Chinese New Year and Diwali. Leaders had joined 'bagiau chi a fi' scheme which provided resources to enhance specific skills such as fine motor skills to do at home with parents or carers.

Leaders and staff provide and maintain good quality resources and equipment.

4. Leadership and Management

Summary

Leaders at Cylch Meithrin Bronwydd ensure that the service is well run and correctly staffed. They ensure that children's needs are met and staff are provided with regular training opportunities and appraisals. The service has excellent links with the community.

Our findings

4.1 How effective is leadership?

Leaders ensure that the service remains compliant with the regulations and the National Minimum Standards. There is an ethos that values staff and children, with their needs being at the centre of the provision.

Leaders ensure that staff fully implement the service's policies. Policies are reviewed annually. The team of staff work well together effectively with the support from the leaders. The statement of purpose complied with the National Minimum Standards and was updated regularly. Staff worked well together and evidently had positive relationships with parents, who gave very complimentary feedback about the service..

Leadership is effective at this service.

4.2 How effective is self evaluation and planning for improvement?

Leaders review the service regularly and take into consideration the views of children, parents and staff.

Leaders reviewed the service annually and produced a report. Leaders told us they were always looking for areas to develop improve and plan for the year ahead. This was evident in this year's report that highlighted the need to listen to the voice of the child. As a result, staff had attended courses, a policy had been created, children's ideas were incorporated into planned activities and circle time was used to gather children's views. The service was also taking part in various schemes such as 'bagiau chi a fi' and the county's 'Actif' scheme.

Self-evaluation and planning for improvements is effective.

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

Leaders ensure that the service is correctly staffed and that there are enough activities on offer for the number of children attending.

Staff files contained all the relevant documentation and all necessary checks had been carried out. Staff were suitably qualified. Annual appraisals were carried out and identified training needs and personal targets for development. Individual staff supervisions were carried out informally and staff meetings were held weekly. All core

training was up to date with staff having attended a number of other training such as listening to the voice of the child, sensory processing and sensory play as well as completing online training on the prevention of radicalisation.

Management of staff and other resources is good.

4.4 How effective are partnerships?

Leaders and staff enjoy excellent relationships with parents and carers. They have good links with feeder schools and other outside agencies.

Parents and carers at the service spoke very positively about the service and the staff. they told us that they were all happy with the information they had received about the service and felt well informed about the development of their child. Fundraising and social events such as St David's and Christmas concerts, sports day, coffee mornings, treasure hunts are all well supported by the parents and local community. Leaders work closely with the feeder school transferring pupil information, inviting them to the service's Easter bonnet parade, St David's and Christmas concert as well as arranging transition visits to the schools. Children take part in local competitions such as, the local gardening club, pebble painting competition. Leaders contribute service news monthly to a community newspaper. Leaders ensure that children with additional needs are given the support they need through seeking advice and guidance from outside agencies.

The service has excellent partnerships with parents, links with the community and outside agencies.

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

- a fence is placed adjacent to the steps leading to the hall.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. Feedback was given over the phone.

- One inspector undertook visits to the service on the 28 and 29 June 2018 lasting 4 hours in total;
- we inspected a sample of documents and policies including staff files, children's files, training records, accident logs and planning records;
- we observed children using the SOFI(short observational framework for inspection) tool to capture evidence for children's engagement and the care provided by staff and
- we spoke to the person in charge, children, parents, staff and registered person.

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	Mair Rees
Person in charge	Sally Verona Clift
Registered maximum number of places	24
Age range of children	2-5 years
Opening hours	9.15am to 12pm Tuesday to Friday Term time only
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	8 October 2015
Dates of this inspection visit(s)	28 and 29 June 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:	