



Childcare Inspection Report on

Cylch Meithrin Prion

**Ysgol Pant Pastynog
Prion
Denbigh
LL16 4SR**

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 Prion is registered to care for up to 17 children. The service has use of a cabin on the grounds of Ysgol Pant Pastynog and operates from 11:30 to 15:00, Monday to Friday during term time. The registered persons are Sioned Aimes and Llinos Lloyd Anderson and the person in charge is Sian Jones. It is a Welsh service and most of the children speak Welsh as their first language. The service provides funded places for children aged three to four as part of the Denbighshire Early Entitlement scheme. This means the service is also inspected by Estyn.

Summary of our findings

1. Overall assessment

This is a small rural service with active, happy and relaxed children. Practitioners are very experienced, qualified and have a good rapport with children. A varied programme of activities is carefully planned and offered for the benefit of all children. The varied spaces safe and suited to the care of children, and provides them with a stimulating environment, indoors and outdoors. The leadership and management of the service is supportive and successful, ensuring children and their families have valuable experiences.

2. Improvements

Children benefit from a greater variety of experiences in an improved outdoor area which is enclosed with a variety of equipment such as a chalk board and playhouse.

Parents receive more information formally in a newsletter which is given out each half term.

3. Requirements and recommendations

We made one recommendation to add detail and date the written risk assessments to reflect the measures taken to keep children safe.

1. Well-being

Summary

Children's well-being is enhanced because they have a strong voice and can choose from a range of activities. They are happy, relaxed and interact well with each other and the practitioners whilst engaging with the interesting activities on offer. Children are developing well and learning skills to help them become independent.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to speak, are listened to and given choices.

Children expressed themselves well and made appropriate choices and decisions because they could explore their environment freely. We observed a child whilst painting, was allowed to paint her hands as she clearly enjoyed this sensory experience. Children were encouraged to choose where they wanted to play and which books to read. There were many areas available including a home corner and nature table with realistic toy birds. Children were listened to and their choices respected for example when they expressed their preferences at snack time. Consideration was given to children's home language and children who needed a service through the Welsh language received one. English was used to help some children understand instructions; for those from non Welsh speaking homes. This was necessary as it was only the second day of the academic term and as a result, was a positive experience for the children.

Children have a voice and know they are listened to and respected.

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

Children feel secure, happy and valued.

Children were content, spoken to kindly and had settled well. Close bonds with practitioners were obvious, for example we saw two children snuggled up to a practitioner on the sofa to play with games on a tablet together. Children were familiar with the routine and chatted happily with practitioners at various times including lunch time. Children comfortably approached practitioners, for instance we observed a child taking a practitioner by the hand to bring her attention to something.

Children feel consistently safe, happy, valued and trust the practitioners.

1.3 How well do children interact?

Children interact positively with each other and the practitioners.

Children were learning to share and listened to others, for example when they were asked by practitioners to wash up their plates and cups after their snack. They had learnt to share toys such as items in the home corner and it was a delight to observe two children discussing and negotiating together what to do with toy farm animals. Children took care of

equipment and resources for instance they were reminded that they shouldn't throw books and responded positively.

Children interact very well and have learnt valuable social skills.

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

Children enjoy their play and learning.

Children were motivated and fully engaged in their play and learning. They listened well to a story and were observed concentrating for an appropriate time whilst playing with play dough. They were able to explore their environment freely and safely, for example we saw a child engaged with items on the nature table and used binoculars to look out of the window. Children enjoyed playing with toy pets in the home corner and were learning to be caring.

Children enjoy the stimulating activities provided and are fully engaged in the areas of play and learning.

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

Children are learning, developing and becoming independent.

Children had a good variety of experiences including unstructured play enabling them to gain skills and be independent, for example children went to the toilet by themselves and washed their hands with practitioners helped if needed. Children had fun and a sense of achievement as they mixed paints to make pink. They were confident and eager to talk about family life and which animals they cared for and their names. Children poured their own drinks, put their left over food in a special bin and were encouraged and helped to wash up after a snack. Children were confident to try new experiences such as playing in dry sand with small metallic items.

Children are developing well and are encouraged to become independent.

2. Care and Development

Summary

Practitioners keep children safe and healthy by adhering to policies and procedures. They manage interactions successfully using positive strategies. They are caring, nurturing and responsive to children's needs. A variety of interesting activities is carefully planned and provided to promote children's learning and development. Practitioners meet children's individual needs because they know the children and their families well and have attended necessary training.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Practitioners keep children safe and healthy.

Practitioners understood and implemented policies and procedures for the service. Discussion with a practitioner showed that they knew the safeguarding process to follow should they have concerns about a child. Training certificates evidenced they had completed safeguarding training and the necessary contact numbers were on hand with a flow chart on display. All practitioners had current paediatric First Aid qualifications and accident forms showed incidents were dealt with appropriately and parents were informed and signed the records.

Practitioners ensured that children had the opportunity to be physically active outside daily if possible. Although we did not observe outdoor play during the inspection because it was raining, there were plenty of photos and planning to evidence that it was a regular feature. We observed a healthy snack of fruit with water or milk to drink and a menu was on display, evidencing practitioners always promoted healthy eating principles. The service has been awarded a Level 5 for food preparation by the Food Standards Agency. Fire drills were practiced regularly with the school and discussion with the practitioners assured us that children would be safely evacuated in an emergency. Tables and floors were kept clean and practitioners implemented advice given by the local Environmental Health team by using a special cleansing spray.

Practitioners consistently ensure that children's health and safety is a priority.

2.2 How well do practitioners manage interactions?

Practitioners manage interactions using positive strategies.

Practitioners promoted positive behaviour well through celebrating good behaviour and using rewards such as stickers. They praised children often, for example for eating with a knife and fork at lunch time. Practitioners were good role models, for example saying please and thank you to children through out the session. Innovative methods were used to manage interactions, for instance, a bell was used to help children understand and move from one part of the routine to the next, such as tidy up time or circle time.

Practitioners manage children's interactions well, helping the children to be co operative and learn social skills.

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

Caring practitioners promote children's learning and development, providing a variety of interesting experiences inside and outdoors.

Practitioners constantly interacted enthusiastically with the children, creating a relaxed atmosphere and helping them to engage with activities. We observed an interactive circle time when children were learning to recognise their names, how to count and how to describe the weather. Singing was also used to re enforce language patterns. Photos evidenced children had been using a small robot, had tasted porridge and had looked at three various sized teddies as part of the Goldilocks theme. Outdoor play and exploring outside was also evidenced in the photos, for instance, as children had looked for bugs.

We saw detailed planning according to the principles of the Foundation Phase, and past observation on individual children was seen as it was only the second day of the academic term. The Welsh language was promoted naturally and through the use of songs and there was relevant labelling all around the room. We also saw children's "Llyfr Marcio" which they could use informally to write or draw. This was further evidence of children's progress. Practitioners met individual needs as they knew the children well, for example if children had a farming background they could engage in conversation about rural life. The person in charge also worked in the school and knew the families well.

Practitioners successfully promote children's learning through providing a play environment with interesting activities.

3. Environment

Summary

Leaders provide a very secure environment and evaluated written risk assessments ensure all practitioners are aware of how to keep children safe. Leaders ensure children are supervised well both inside and outdoors by knowledgeable practitioners. Leaders also ensure the environment is varied, stimulating and suitable for the children attending. The quality and variety of the resources are good.

Our findings

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

Leaders ensure the environment is safe and secure.

All areas inside and outside were safe and there were risk assessments evidencing practitioners knew what many risks were and how to manage them. Some details were not recorded such as the children using the red chord in the toilet if they required help. It was not clear when the assessments were last reviewed as they were not dated. Leaders ensured that children were supervised as they went from one area to another, for example at home time, and all visitors were required to sign the visitors' book after being admitted.

Leaders have successful systems to ensure the environment is safe.

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

Leaders ensure the environment is suitable for the ages of the children attending.

Leaders had ensured there was ample play space both inside and outdoors. Areas of play were set out at child height for them to access easily in the main room. We observed well resourced areas such as mark making, music, weighing, paint and small world house. Child sized chairs and tables and chairs were used. The outdoor area included a chalk board, counting stones, wet sand, a sturdy wooden playhouse and small bikes. There was a toilet and wash basin with a step to enable children to use them independently.

Leaders ensure the environment is well equipped, child friendly and stimulating.

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

Leaders ensure the resources and equipment are varied, clean and of good quality.

Toys and games were clean and in good order. Equipment and furniture was suited to the ages of children attending, including outdoor equipment such as wellingtons and all weather suits. There were plenty of consumables such as painting and craft items. There were Welsh books and we saw some which reflected other cultures. The recycling of food was learnt incidentally after snack as children placed any unwanted food in a special table top bin. There were also other bins for recycling paper and general waste.

Leaders successfully ensure the quality and appropriateness of resources and equipment.

4. Leadership and Management

Summary

The leadership is experienced, knowledgeable 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 children and their families.

Our findings

4.1 How effective is leadership?

Leaders have a clear vision of the service, which is shared with parents.

Leaders had a sense of purpose and expectations to promote improvement and good outcomes for children. The Statement of Purpose was comprehensive and included all the information required for parents to choose what kind of service they required for their child. We observed a happy, competent and well supported workforce. We saw consistent practice throughout the service and practitioners worked well as a team. Leaders ensured legal obligations were met such as public liability insurance. Written information was held for each child which was comprehensive and provided by the parents.

Leadership has a clear sense of purpose which results in good outcomes for children.

4.2 How effective is self evaluation and planning for improvement?

Leaders promote a positive culture of self evaluation. There is on-going review and development of the service.

Leaders and practitioners know their service well and promote a positive culture of continuous self evaluation and improvement. Their annual quality of care report contained much information about the service including areas of good practice and plans for improvement. Some areas for improvement had already been acted upon, such as developing the outdoor area and issuing a newsletter to keep parents informed. Activities were also evaluated using planning sheets, enabling practitioners to record how children enjoy them and how to adapt them if necessary.

Leaders know the service well. Strengths and areas for development are recognised and action taken to maintain standards and constantly improve practice.

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

Leaders have systems in place for managing practitioners and resources.

We inspected practitioners' files and saw robust recruitment processes were followed ensuring practitioners had the relevant experience and qualifications. All practitioners had current Disclosure and Barring Service checks in place. We also spoke to practitioners who confirmed they had a good experience during their employment. Appraisals had also been completed ensuring practitioners had a voice and were listened to. Practitioners were able to attend the management committee meetings and suggest additional equipment or

activities. Two practitioners cared for seven children ensuring that the recommended adult to child ratios was exceeded and that children had ample attention from relaxed practitioners. We saw evidence that practitioners had attended all mandatory courses such as first aid plus others such as behaviour management and numeracy through play.

Leaders have effective and successful systems for managing recruitment, identifying training needs and working with practitioners to improve performance.

4.4 How effective are partnerships?

Leaders keep parents informed about the service and have important partnerships with them, the school and other agencies.

Leaders and practitioners were approachable and communicated openly with parents when required. We saw that messages from parents were effectively transferred from the school to the practitioners using a walkie talkie system. Parents could speak to practitioners daily and had an opportunity to feedback their opinions annually in writing using a questionnaire. An open evening has also been arranged at the beginning of the year to discuss how children are settling. Leaders support children providing them with experiences to help transition to school. For example, at the end of the school year children could play on the yard with the older children for short periods. Leaders also communicate and collaborate with the school for example; work completed on the outdoor area has produced a stimulating area which is used for the benefit of the children. The Mudiad also provided forms and policies for the service to successfully adopt and courses are sourced through the Denbighshire Family Information Service.

Leaders successfully ensure partnerships with parents and others benefit the children and have positive outcomes for them and their families.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made one recommendation to add detail and date the written risk assessments to reflect the measures taken to keep children safe.

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 6 September 2018 from 11.45 – 15.45.

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 two practitioners;
- inspected the areas used and
- reported our findings to the person in charge and later to the registered person.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Childrens Day Care Sessional Day Care
Registered Person	Llinos Anderson Sioned Oliver-Ames
Person in charge	Sian Jones
Registered maximum number of places	17
Age range of children	2 – 4 years
Opening hours	Monday to Friday 11.30 – 14.55 during school term time
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	15 September 2015
Dates of this inspection visit	06 September 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 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:	