



Childcare Inspection Report on

Cylch Meithrin Betws yn Rhos

**Betws yn Rhos Village Hall
Betws yn Rhos
LL22 8AW**

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 Betws yn Rhos is registered to provide care for up to 18 children between the age of 2 – 4 years old. Operating hours are 8.00am to 5.00pm Monday and Thursday, 8.00am to 3.00pm Tuesday and Wednesday and 8.00am to 1.00pm on Friday. Term time only. The service operates from a rented room in the village hall. The service can also use the village schools playing fields and garden. The registered persons are Meira Woosnam and Linda Griffiths. Linda Griffiths is the person in charge of the day to day running of the service. The service is bilingual and offers the Welsh Governments 'active offer' of the Welsh language.

Summary of our findings

1. Overall assessment

Children are motivated and fulfilled. They are all active and curious learners and thoroughly enjoy choosing what they want to do from the wide range of stimulating activities. Staff meet children's individual needs effectively and provide responsive care, providing children with frequent positive encouragement. Leaders ensure children have a wide range of learning opportunities within the environment which is secure, safe and clean. Leadership and management of the service is effective resulting in a good level of care for the children by a committed staff team. Leaders have a clear vision for the service and work in partnership with parents and the wider community.

2. Improvements

Recommendations from the last inspection had been met
A quality of care review has been completed and leaders are working on continued improvements to the setting.

Staff files were well organised and contained all required information.

Leaders kept a log record of visitors to the service and as was recommended at the last inspection this was kept in a prominent place.

3. Requirements and recommendations

No recommendations were made as part of this inspection.

1. Well-being

Summary

Children communicate well and are always listened to. They are happy and show extensive skills in managing positive interactions. All children are enthusiastic and thoroughly enjoy their play and learning experiences. Children enjoy a significant and stimulating range of experiences enabling them to develop their skills and follow their interests.

Our findings

1.1 To what extent do children have a voice?

Children positively influence how they spend their time and have a strong voice in the service.

Children were positively immersed in both the Welsh and English language. Children confidently knew they could communicate in the language of their choice and they would be listened to. Children's language skills were progressing, a child whom came from English speaking home was heard using both languages to explain what they wanted for snack, gaining confidence and learning the Welsh language. A child confidently asked staff if they could paint a rainbow and they worked together to try and find the correct colours and asked if other children wanted to join the activity. They all sang a song listing the colours of the rainbow in both Welsh and English.

Children know they will be listened to, they actively make positive decisions as are fully aware of the wide ranging choices available to them.

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

Children are familiar and confident with the structure and routine of they day.

We saw them taking their shoes off as soon as they arrived and they could not wait to immediately join in the fun. Children knew the routine; when it was time to go for lunch in the main hall next door, they all waited by the door until everyone was ready to walk up together. Young children that had only just started were already settled. We saw a child on her first week, who was initially a little quiet but as the session went on the child was soon involved and interested in what was going and played happily with their new friends. Whilst practicing for the upcoming sports day on the nearby play field, children helped each other when they dropped their 'egg' during the 'egg and spoon race.' They held each other's hands and if one was reluctant to follow the rules we heard them kindly explaining to each other why they had to follow instructions.

Children are well settled and support and encourage each other to enjoy the activities they are able to take part in.

1.3 How well do children interact?

Children interact well with all those around them.

Children were forming friendships and learning to be kind and considerate towards each other. Children were seen sitting and chatting to their friends during lunch time. During lunch time they spoke about their interests and what they were eating. Children arriving from school were welcomed and started talking to other friends. Whilst playing in the garden all the children wanted staff to join in their individual games, some were riding boats in the tractor tyres others were playing football and some others were in a café. The children reached a comfortable and successful compromise together and they all agreed they would play with the ball to begin with, before then moving to play in the 'café' and they could make cups of tea for others relaxing in their pretend boats.

Children are successfully beginning to understand their feelings and emotions and are kind and considerate towards others.

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

Children are interested and positively occupied by what is available for them to use.

Children enjoyed playing and learning. We saw them spending time on a activity table, where they had access to dinosaurs and various other items relating to the current theme. Children came and went from the table and chatted to each other about what they were doing. Children enjoyed dressing up and this enabled them to get lost in their world of play and imagination. They enjoyed using the dresses and a child arriving from school went straight to the 'beach corner' and searched through the suitcase full of items, trying various things on, before settling on a 'beach outfit' and then happily lounging on the deckchair. Similar experiences were afforded to children outside. Children played with the large tins and pretended to drive the imaginary boat.

Children gain a sense of achievement and thoroughly enjoy their play and learning experiences.

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

Children enjoyed stimulating and varied experiences.

There were opportunities to build and develop positive language skills during meaningful conversations; they enjoyed a number of stories which children enthusiastically listened to. Children enjoyed using the recording equipment; they recorded their own voices then were able to listen back, resulting in a lot of giggles. Children also listened to a audio book and were supported to use the headphones; they sang and made motions with their hands as they actively listened. Children were seen to complete activities with appropriate support, a child concentrated on drawing a picture, the child shared with staff what he wanted to draw and staff suggested ways this could be done. A 'helper of the day' was selected during snack time and children were seen to fully engage in this role and were proud of their

achievements. Children successfully collected school dinners and cleared their own plates when eating school dinners.

Children are afforded an extensive range of experiences to build on self-confidence and encourage them to use initiative to support developing new skills.

2. Care and Development

Summary

Staff are competent and motivated. They successfully promote children's all round development through varied and interesting planned activities and their caring and responsive approach. Staff are qualified and experienced and work effectively to meet children's needs. They understand how to keep children safe and healthy and promote positive interactions through a consistent approach and celebrating children's achievements.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are competent in keeping children safe and healthy.

Staff followed a comprehensive range of policies and procedures in order to keep children safe and healthy. For example, through discussion we found they knew what to do should they have safeguarding concern as per the service's policy in keeping children safe. Staff support children to follow a healthy diet, they implement the services healthy eating policy and we saw the food children had in their packed lunch to be healthy and nutritious. Food needing to be chilled was kept in the fridge until it was time for lunch. On three days of the week staff support children to eat school dinners and during this time they follow the school menu. Staff helped children to finish their vegetables, and water and milk was offered to drink, with regular opportunities for children to drinks during the day.

Staff ensured children spent ample time out in the fresh air; they ran, played and learnt about the world around them. Hands and tables were cleaned before snack and meal times. Accident and incidents forms had been completed and the ones seen had been signed by parents.

Staff follow and promote healthy practices in keeping children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff effectively use different and interesting methods to promote children's positive interactions.

Staff knew the children in their care very well and had detailed personal information about them. For example, they knew when a child wanted to be left alone and when they wanted support and comfort. They managed the interactions of the groups and children mirrored the appropriate behaviour they saw. Staff used fun techniques to encourage children to listen to others, for example, during circle time 'Lola y Llewpart' was used to help children wait their turn and contribute positively to circle time. Staff hand the children the teddy and the children then know it is their turn to share what they want with the whole group.

Staff enthusiastically celebrate children's achievements. They were heard sharing with others when a child had successfully completed an activity and a child arriving from school with 'star of the week' was fondly congratulated by all and photographs were taken.

Staff gave children their time and attention, they were always available, for example they sat with them during lunch time and eat lunch with them, chatting comfortably about their home lives and day to day matters.

Staff are kind and gentle in their approach. They consistently model positive behaviour and praise and congratulate children for their achievements and successes.

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

Staff consistently promote children's play and learning.

Staff supported and encouraged children to get involved in what was going on around them at their own pace. Staff provided children with musical instruments during circle time and a child who initially did not want to join in later did after seeing the fun others were having and they all made noises and smiled at those sitting with them. Staff were available to help children as and when they needed, staff helped children complete jigsaws when she needed and a teddy was used to make the learning fun. Staff showed a genuine interest in the children's choice of activities asking them about what they were doing and playing alongside them with enthusiasm.

Staff used some of the school's outdoor areas and both indoors and outdoors children experienced activities set out in accordance with the Welsh Government's Foundation phase of Play and Learning. They told us they carefully considered the themes chosen and were eager to appeal to children's interest. Staff implemented and followed detailed activity plans and kept records of children's developments and achievements.

Staff are dedicated and very enthusiastic in promoting children's play, learning and development.

3. Environment

Summary

Leaders ensure children are cared for in a stimulating and secure environment providing them with a positive ethos for play and learning. Effective procedures are followed to ensure children are kept safe and resources are clean and of good quality.

Our findings

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

Leaders ensure the environment is safe.

Leaders ensured the environment was secure, both indoors and outside and we were asked to sign the visitor's book, meaning leaders ensured no unauthorised persons could access the premises. Written risk assessments were not available, but there were no obvious risks to children's safety. Leaders clear the room daily, because it is used by others in the evenings. The person in charge starts early each morning to set up and prepare the room ready for the children to use. Fire drills had been held at appropriate intervals meaning they would be able to safely evacuate the building in the event of an emergency.

Leaders ensure the premises are secure and have established procedures to keep children safe.

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

Leaders provide children with an interesting environment that ignites their interests.

Learning areas are regularly changed and updated meaning children always have something new to explore and learn through their play. The play room is shared by a number of other clubs, meaning leaders have to regularly clear the area and keep the resources. Leaders use this to their advantage by using it as an opportunity to rotate the toys children can choose from in the learning areas. For example, we saw the home corner seen during the first visit had been changed to a jungle on the second visit in keeping with the new theme of animals of the world. Leaders foster a close relationship with the neighbouring school, and leaders and staff support children to access and use outdoor areas belonging to the school. Children were seen enjoying playing and relaxing in the garden and they prepared for sports day on the near by play field and joined older children for school dinners on selected days of the week.

Leaders are committed to making sure the environment provides plenty of play opportunities suiting the children's ages and stage of development.

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

Leaders effectively implement a process to review and monitor the quality of the resources.

Leaders check the resources at the end of each session when clearing the area. Any items needing to be cleaned are taken home and returned the following day ready for children to use again. The choice of resources encouraged children to follow their interests and develop different skills. For example, role play resources encouraged children to play alongside each other and gain interest and learn about the current theme. Furniture was appropriately sized which enabled children to eat comfortably and undertake table top activities. Leaders provided children with natural, recycled and household items for craft work and modelling purposes which promoted an ethos of sustainability within the service. Leaders ensured children had comfortable areas to relax or read.

Leaders ensure the extensive range of resources and equipment supports the development of children's skills and knowledge.

4. Leadership and Management

Summary

Leaders have a clear vision for the service with emphasis on a child centred approach and meeting children's needs well. Leaders have created a positive ethos and established a strong staff team who have clear roles and responsibilities and quality care to the children. There are established partnerships with parents and professionals and strong relationships with the school.

Our findings

4.1 How effective is leadership?

Leaders ensure the service complies with regulations and exceeds the National Minimum Standards.

All staff spoken to told us they were confident in their roles and were able to rely on the leaders for support when needed. All required documentation was available. The updated statement of purpose provides parents with the required information to make an informed decision about the care their child receives. Leaders are trialling new opening hours in response to demand from parents and the statement of purpose has been updated to reflect these changes. Leaders are eager to ensure the service meets with the demands of families. Policies and procedures were comprehensive and had been fully adopted and regularly reviewed by the registered person. At the point of registration parents are given the required forms to complete.

Leaders have a clear vision for the service and strives to provide children with positive experiences they will benefit from.

4.2 How effective is self evaluation and planning for improvement?

Leaders seek feedback about their service from staff, children and parents in order to try to improve their service.

The small staff team enables constant and constructive discussions to discuss how the service is working and plan and agree changes. Staff are given opportunities to share their views with leaders and the committee. Leaders ensure they have methods in place to continually improve the service they provide. Leaders have completed a quality of care review and have implemented a number of positive changes, such as sharing regular newsletters with parents. Opening hours have been extended and children now thoroughly enjoy school dinners four days a week.

Leaders ensure they have methods in place to continually improve the service they provide.

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

Leaders ensure staff fulfil their roles effectively and achieve positive outcomes for children.

Annual appraisals records seen were meaningful and also planned for the future, one to one supervision is done on an add hock basis, these are not recorded, but staff told us they feel well supported. Staff spoken to told us they had regular opportunities to talk to committee members whom are supportive and always available and their views were considered during meetings. Leaders and staff use initiative and provide a wide range of resources which ignite children's imagination and introduce them to different and interesting experiences. The person in charge shared resources recently purchased to re-create a volcano with the children. Leaders and staff are forward thinking and endeavour to support children to successfully learn about the world around them through fun activities.

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

4.4 How effective are partnerships?

Leaders have positive partnerships with parents, professionals and a successful relationship with the neighbouring school.

Leaders kept parents informed about their child's time at the service on a daily basis through verbal feedback. Leaders have been working on improving communication with parents and leaders have actioned improvements identified, newsletters have been sent out to parents. Regular social event are held, offering parents an opportunity to socialise and they are consulted regarding the annual trip and attend with their children. Parents share information about their child before their child started, with some children having attended the ti fi a group. Positive relationships with professionals visiting the service, such as the Foundation Phase advisory teacher, had been well established and enabled staff to improve practices in relation to children's play and learning. There were positive partnerships between the service and school; they shared the outdoor play areas and also enjoyed lunch together.

Partnerships with parents and professionals are good and contributes to the positive well being of children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

No recommendations were made as part of this inspection.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. We inspected on 23 May 2018 arriving at 9.35am and leaving at 12.30pm and on the 6 June 2018 arriving at 11.00am and leaving at 2.30pm.

- we observed the children and the care they received;
- we spoke to the person in charge, registered person and staff;
- we spoke to the children present;
- we looked at the areas used by children;
- we looked at a wide range of records, including attendance, policies and procedures, the statement of purpose, children and staff files and development records and
- we provided the registered person with feedback of our findings.

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 Full Day Care
Registered Person	Meira Woosnam Linda Griffiths
Person in charge	Linda Griffiths
Registered maximum number of places	18
Age range of children	2 – 4 years of age.
Opening hours	Mon 08:00- 17:00 Tuesday 08:00- 15:00 Wednesday 08:00- 15:00 Thursday 08:00- 17:00 Friday 08:00- 13:00 Term time only
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	15 April 2016
Dates of this inspection visit(s)	23 May 2018 & 6 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:	