



Childcare Inspection Report on

Cylch Meithrin Trawsfynydd

**YMCA
Trawsfynydd
LL41 4SE**

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 Trawsfynydd is registered to care for a maximum of 20 children between 2.5 and 4 years of age. The registered person is Emma Tomkins. The person in charge is Wendy Davies. Provision is through the medium of Welsh, and the service provides a Welsh language active offer. The service is open from 9:00am to 1:00pm from Monday to Friday, during school term time.

Summary of our findings

1. Overall assessment

Children are happy, settled and they enjoy their play and learning. Staff have a warm and friendly approach to care giving. The indoor environment is child-centred and the outdoor environment promotes children`s physical development. Leadership and management need to be further developed.

2. Improvements

Since the previous inspection, an annual quality of care report is produced, but one staff file still did not contain the required regulatory information to assess individuals` suitability to work with children.

3. Requirements and recommendations

We have made recommendations in relation to parents` questionnaires; action planning to promote further improvements to the service, and repair work to roof guttering

1. Well-being

Summary

Children are happy, confident and content and enjoy their time in the service. They feel comfortable in their surroundings and this promotes their self-confidence and their social development. They enjoy a happy and caring relationship with the staff and attention is given to individual needs. Children benefit from attending the service and they receive warm and respectful care. They enjoy their play and learning, and they develop well by becoming more independent.

Our findings

1.1 To what extent do children have a voice?

Children are given many opportunities to express what they would like to do and they are listened to.

Children benefit from a wide variety of activities to choose from, and an extensive selection of resources to complete these activities. They were seen engaging in circle time activities at the beginning of the morning session when their views and experience of various topics were listened to. We saw children playing in play areas of their choice, and were free to choose any activity, and also to change activities if they wished to do so. Children have opportunities to express their likes and dislikes.

Children benefit from the relaxed atmosphere and the plentiful opportunities to express themselves. Every child's voice is respected and they are listened to.

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

Children are content and happy and chat freely with staff. Many of the children were confident and happy to chat with each other and with adults.

We saw the positive relationships that exist between the children and the staff, which enables the children to show respect towards others and their friends. We heard the children thanking the staff without any prompts and having interesting conversations with each other which creates a social atmosphere. Children were appreciated by staff who know them well and were able to engage them in conversation about their families, their home life, their hobbies and achievements. These types of conversations evidenced that children were comfortable sharing personal information with those caring for them.

The children feel comfortable and content in the care of the staff and they are treated with respect.

1.3 How well do children interact?

Children interact well and control their behaviour, co-operate, take turns and help others. They are learning how to build relationships with others.

Children benefit from the consistent and regular encouragement about acceptable behaviour. They received positive persuasion, constant praise and the use of gentle voices to encourage them to demonstrate acceptable behaviour. For example, a staff member used these methods effectively with a child who was quite lively and boisterous during a group activity. We heard children being praised regularly for the way in which they interacted with each other. This provided children with a sense of achievement and pride in what they do and encouraged them to behave in a way that is acceptable to others.

Children are led by a good example on how to build a happy relationship with and respect for others.

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

Children thoroughly enjoy the opportunities available to them to play and relax, and are fully engaged with the activities on offer.

We saw that all the children were busy taking part in a wide range of various activities throughout the session. There was a variety of indoor toys, games and puzzles. Some children played with toy cars, while others produced 'Santes Dwywlen' cards. Other activities consisted of – painting; sandpit activities: working in a kitchen and dressing a baby doll. We saw that some of the children concentrated on one activity for a long period of time before doing something different. Some children played happily on their own and some were in groups. Children enjoyed the opportunities to take part in activities with the staff. We were able to converse with some of the children and they all praised the variety of activities in the service, and the care and attention they receive from the staff.

Children have sufficient opportunities to participate in a wide variety of activities, some of which are of a more structured nature. This maintains their interest and adds to their enjoyment.

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

Children receive frequent and varied opportunities to develop socially and become independent.

Children's independence is promoted, as they are allowed to make their own choices, and are supported to play both on their own and with their peers. They are given the opportunity to express likes and dislikes about what they want for their snack, and are encouraged to clean up after eating. They brushed their teeth after their snack, without any assistance from the staff. All children were reminded to wash their hands, which they did independently.

Children receive effective encouragement to be independent and accessibility to resources contribute to this .

2. Care and Development

Summary

Staff are building warm relationships with children and have a caring approach. They are familiar with, and show a good understanding of key policies and procedures. Children are cared for in a safe environment. Staff manage children`s interactions well, and their play, learning and development are promoted.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff understand the policies and procedures which are in practice to ensure the safety and health of children.

Staff we spoke with were conversant with the child protection policy and knew which steps to take if they were concerned about a child in their care. Staff members have achieved the required qualifications in food hygiene. We saw that they implemented good practice in relation to preparing healthy snacks and providing fresh water throughout the session, and ensured tables were cleaned before snack time. Many children had a cold on the day of our visit, and staff prompted some children to cover their mouth when they were coughing.

Staff conduct and record regular fire drills in and they are recorded appropriately. Accidents, injuries and illness are recorded.

Staff make every effort to ensure they successfully keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff promote positive behaviour at all times, and they treat children with respect. They model positive behaviour which provides children with clear examples of what is considered to be acceptable behaviour.

Staff have built a warm relationship with children which creates a friendly environment in the club. They ensure children are free to relax and enjoy themselves. We heard staff chatting with children about their families and their hobbies and taking an interest in what the children had to say. This leads to children who are confident chatting to each other and also to ourselves. Staff managed behaviour in a caring way. We saw excellent behaviour throughout our visit.

Staff have succeeded in setting appropriate behaviour boundaries while allowing the children the freedom to be relaxed and happy. Staff also lead by example.

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

Staff provide a motivating environment where children can relax and be cared for safely. They are aware of children's individual needs and respond appropriately.

Staff provided children with sufficient age appropriate resources. They encouraged them to play, and supported them when necessary. Staff provided children with a relaxed atmosphere which enabled them to choose from a variety of activities which promoted their learning and development, and were of interest to them. Staff regularly praised children for their achievements. We often heard staff using expressions such as "da iawn" (very good) and "gwyb" (brilliant). Staff also provided Welsh learners with the relevant Welsh word if children were struggling to remember individual Welsh words. Staff took an active role in more imaginative work, with puppets such as `Dewin` and `Doti`

Staff provide a stimulating environment and activities for the children which promote their development and wellbeing and successfully respond to individual needs.

3. Environment

Summary

Leaders have ensured that safety procedures are implemented in practice to ensure children receive care in an environment that is safe and clean. Leaders ensure that staff are conversant with health and safety procedures.

Our findings

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

There was plentiful space for the children to play inside, but the outside area was rather confined. Also, storage space was limited.

Leaders ensured appropriate procedures were in place to prevent unauthorised access to the premises. For example, on arrival, we had to knock the door to gain entry, and were asked to provide proof of identity and sign the visitors' book before we had access to the main room. Before going out to play, staff reminded children to confine their play to the artificial grass area, and avoid the natural grass area. This arrangement enabled children to play in a safe environment. The building requires some renovation. We found that roof guttering and a downpipe were in need of repair.

Leaders have succeeded to create an environment which is safe for the children.

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

Leaders provide a quality environment which is suitable for children. There is sufficient indoor space and a wide range of resources to fulfil individual needs.

The club meets in one large room where the majority of resources are stored which means they are easily accessible to the children. There is sufficient space for all the activities that the children were engaged in. Outside, the artificial grass area enables the children to play outside, even after bad weather.

Leaders have successfully provided an extensive range of resources and a suitable environment which encourages the children to relax and learn.

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

Leaders make good use of the age appropriate, good quality equipment and furniture.

Leaders provided a range of good quality resources for children. Good quality low level, age appropriate tables and chairs were also available, aiding children's independence. There was a good range of toys and a wide variety of learning resources. These were clean and well maintained. Resources were generally challenging and stimulating, allowing children to follow their interests. Outside resources were limited, and had been affected by wintry

weather. We were unable to assess the quality of bicycles and other resources, because they were in storage on the day of our visit.

Leaders have provided extensive resources to ensure that children enjoy themselves, and that they are of a quality that ensures the safety of children

4. Leadership and Management

Summary

The registered person and the person in charge are aware of most of their regulatory responsibilities. They ensure that staff attend essential and relevant courses to improve and develop the provision.

Our findings

4.1 How effective is leadership?

Leaders have ensured that most policies and procedures are detailed and kept in order and that they contain the appropriate information.

The person in charge is conversant with policies and procedures and these are incorporated in daily practices. Leaders provide parents with a comprehensive statement of purpose and a parents` handbook, which are given to parents as part of an information pack before their children commence. These documents provide enough information to enable parents to make an informed choice about the provision. Leaders support staff to attend courses to ensure that they are well informed and up to date with current practices.

Leaders share with others ways in which high expectations can secure improvements. Staff teams are built effectively, but we found no written records of poor performance being challenged robustly, because there were no staff supervision arrangements in place.

We saw staff collaborate well as a team and they supported each other. We saw staff take over from colleagues when the need arose, for example if a member of staff was required to speak to a parent, another member of staff continued with activities for the children.

Leaders need to implement changes to improve the effectiveness of leadership.

4.2 How effective is self evaluation and planning for improvement?

Leaders practice self-evaluation procedures and are able to plan improvements to the service.

Leaders have undertaken a self-evaluation of the service and have produced a report on their findings. The report is comprehensive and gives a clear picture of all that had happened during the past year and also plans for future improvements. Many areas for improvement identified had been addressed. We saw that information from parent and children questionnaires had been fed into the report. Leaders agreed that they should provide parents with children currently attending the service the opportunity to complete a satisfaction questionnaire. However, all strengths and weaknesses identified in the quality of care review had not been converted into a robust action plan. This would ensure further developments in a timely manner.

The leaders practice self-evaluation procedures, but planning for improvement is not always effective

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

Leaders are experienced and manage staff and resources effectively most of the time

Responsibilities were delegated when appropriate. Staff were well supported and co-operated well as a team.

We inspected all staff files, and found that the files did not contain all the required regulatory information.

There were no staff supervision arrangements in place, and an appraisal interview had not been arranged for one member of staff. We found that some staff members did not have two references in their files.

All staff files contained evidence of recent and relevant training in areas such as food hygiene; paediatric first aid, and safeguarding. Areas that required further staff development would enable staff to enhance children`s experiences.

Leaders need to improve on their current arrangements to effectively manage staff and resources.

4.4 How effective are partnerships?

Leaders have established a good relationship with parents, with regular and open communication pathways for the benefit of children`s wellbeing.

We spoke to parents who came to collect their children, and they spoke very highly of the service. Staff were very highly praised, also the activities and snacks provided for the children. They were very positive regarding information they receive about their child and told us there are sufficient opportunities for them to discuss any issues with the staff on a daily basis.

There were strong links between the service and the local primary school. For example, they shared information about children transferring from the service to the school. Also, they had worked together on the Foundation Phase initiative.

The close relationship with parents enables staff and leaders to provide a high level of care for the children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

There were two areas of non compliance in the previous inspection

- there was no quality assurance report available;
- one staff file did not contain the required regulatory information to assess an individual's suitability to work with children.

5.2 Areas of non compliance in this inspection

We informed the person in charge that the service was not compliant with

- Regulation 29(3)(a) of The Child Minding and Day Care (Wales) Regulations 2010, because staff did not receive appropriate supervision, and one staff member had not been appraised;
- Regulation 28(2)(a) – which requires that two employment references are obtained for all staff.

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

5.3 Recommendations for improvement

Leaders should consider -

- Ensuring that required improvements identified in the quality of care review report are addressed in a timely manner, with clear target dates for completion;
 - Providing parents with children currently attending the service an opportunity to complete a satisfaction questionnaire;
- Repairing roof guttering and a rainwater downpipe.

6. How we undertook his inspection

We undertook this unannounced inspection as part of our annual schedule. We inspected from 9:45am to 12:45pm on Thursday 24 January 2019.

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

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 Out of School Care
Responsible Individual	Emma Tomkins
Person in charge	Wendy Davies
Registered maximum number of places	20
Age range of children	under 12
Opening hours	9:00am to 1:00pm Monday to Friday (term time)
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	23/9/15
Dates of this inspection visit(s)	24/1/19
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
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:	