



Childcare Inspection Report on

Cylch Meithrin Tregarth

**Neuadd Gymuned
Tregarth
Bangor
LL57 4AW**

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 Tregarth is located in a small village which lies between Bethesda and Bangor in the county of Gwynedd and operates from the local community centre. The registered person is Meriel Parry and the person in charge is Llinos Williams. It is registered to care for a maximum of 24 children under the age 12 years. The opening hours are during term time, Monday - Friday, Breakfast club: 08:25 – 09:00, Cylch: 9:00 – 12:00 and Lunch Club: 12:00 – 12:45 or 12:00 – 13:00 hours. The service provides the Welsh Language 'Active Offer' and provides early years entitlement which means it is also inspected by Estyn.

Summary of our findings

1. Overall assessment

Children are happy and have fun learning through play. Staff have a welcoming and friendly approach to care giving. The indoor environment is brightly decorated with children's art work and educative displays. The outdoor environment offers children a wide variety of play and learning experiences. Leaders manage the service appropriately.

2. Improvements

Since the last inspection leaders have worked well to improve the management of children's interactions and noise levels are manageable. They have also made improvements to the indoor and outdoor environments, for example, the carpet in the play room is now fitted to avoid tripping hazards, the tarpaulin has been removed from the outdoor area, a hook and finger guard has been placed on the door leading to the outdoors with the previous stone used as a door stopper removed. Leaders are now conducting and recording regular fire drills. Leaders have been successful in gaining a grant to improve the outdoor play area, offering children stimulating activities to learn through play.

3. Requirements and recommendations

We found that the service did not meet legal requirements relating to staff files as they did not contain all the necessary information to meet compliance. Therefore, we have brought these areas for improvement to the attention of the leaders.

We have made recommendations in relation to the statement of purpose, revising staff's knowledge of safeguarding procedures, hand washing, formalising one-to-one supervision, accident and incident records, meal times, policies and raising children's awareness of multi-culturalism.

1. Well-being

Summary

Children are confident to make requests and speak up. They are familiar with the routines and are able to approach staff with ease. Children interact positively and are learning to co-operate. They have fun as they learn through play. Children are developing their independence well but further opportunities could be provided to enhance their self help skills.

Our findings

1.1 To what extent do children have a voice?

Children are confident to make requests and speak up.

Children had expressed what they enjoyed doing by drawing pictures of themselves participating in their favourite activities on a display. They were confident to ask and answer questions during their circle time activity and while playing. One child told us how they liked to play with the wooden doll set and asked staff if they could have a sticker, which was given to them for tidying up their toys well. During snack time children made requests for more drinking water / milk and cous cous which staff responded to accordingly. Children were excited to show us their caterpillar in the discovery corner and told us what it liked to eat. One child had drawn a picture of a staff member and smiled as they showed their friends the picture of 'Auntie Llinos'.

Children are provided with care which enables them to communicate effectively with their friends and those caring for them.

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

Children are familiar with the routine and are able to approach staff with ease.

Children were praised with positive language. For example, during a hand writing activity a child was praised for tracing the letters in their name well and this made them feel good about themselves. Other children were seen approaching staff with ease and some gave the staff member a hug. They were familiarising themselves well with the daily routine and this gave them a sense of security. Some children told us they were going to school after lunch and they were looking forward to it.

Children are being provided with care which makes them feel happy, safe and valued.

1.3 How well do children interact?

Children interact positively and are learning to co-operate.

Children were learning to co-operate and respected the toys and resources as they tidied up. Two children were seen having a disagreement in the construction corner as they were building a tower, this was managed well by staff and children were given an explanation of

why it is important to share and take turns. They shook hands and were soon seen playing happily in the home corner. During outdoor play children shared the various containers and utensils in the mud kitchen and practiced good manners during meal times.

Children are provided with effective care which helps them to interact positively.

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

Children have fun learning through play.

Children enjoyed dressing up in a variety of costumes to play in the home corner and laughed with each other while looking in the mirror. Other children worked well together to connect the wooden pieces of the train set to make a long track for their carriages to roll on. Children were learning about different colours as they played with various bricks and as they built they practiced their counting. They were developing their fine motor skills as they explored how different keys unlocked the padlock on the latch board and helped each other to find the correct key. During outdoor play children had fun pedalling various vehicles to develop their physical skills and were enthusiastic to show us the large wooden play house. One child showed us the appropriate sized furniture for them to sit on inside it and pointed at the green rug and home themed resources. A group of children were developing this play imagining they were preparing meals for their baby dolls before they took them out for a walk in their buggies. Children enjoyed their outdoor play and were seen actively playing with natural and recyclable materials to help them practice using their senses.

Children are provided with interesting activities to help them learn through play.

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

Children are developing their independence well but further opportunities could be provided to enhance their self help skills.

Children used the sink, available to them in the play room, to wash their hands independently after craft work and outdoor play. They put their own coats and wellington boots on before going out to play with limited support. During snack time children were served more food but could be encouraged to help themselves to develop their self-help and social skills. During lunch time they opened the contents of their lunch box from home independently and enjoyed this social occasion. Children were given time to finish their lunch at their own pace and were not hurried. Some children were confident and happy to be the only ones left still eating and enjoyed watching their friends play.

Children are being provided with care enabling them to develop their independence with confidence, consideration to further opportunities would develop their self-help skills.

2. Care and Development

Summary

Staff have an understanding of their roles and responsibilities but would benefit from revising some of their procedures. They manage interactions fairly and consistently. Staff facilitate interesting activities to develop children's learning and they provide responsive care.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have an understanding of their roles and responsibilities but would benefit from revising some of their procedures.

Staff understood their roles and responsibilities; they promoted tooth brushing and healthy eating. Drinking water was readily available throughout the day to ensure children were kept hydrated. The service was awarded a food hygiene rating of 5 (very good) from Gwynedd food standards agency in September 2017 and is part of the local authority's healthy pre-school initiative to encourage and promote healthy lifestyles. During lunch time we pointed out to staff that one child had left the table and was continuing to eat a mouthful of food as they walked around the play room. Staff require more vigilance during meal time supervision to ensure children do not leave the table while continuing to eat to ensure the risk of choking is potentially eliminated. When we questioned staff about procedures they would take if they had concerns about a child in their care, their knowledge was basic. Staff would benefit from revising the child protection / safeguarding procedures to enable them to develop their knowledge and confidence about what they would do if they had concerns. Staff supervised children well as they accompanied them to the toilet and encouraged them to wash their hands. However, we saw children were washing their hands in the same water as one another. When we pointed this out to staff they addressed the matter immediately. Staff would benefit from revising the Public Health Wales (2014) guidance on hand washing to ensure hygiene practices are improved. Staff had a current paediatric first aid qualification which enabled them to appropriately administer emergency first aid or deal with medical issues that may arise. Fire safety checks and fire drills had been conducted regularly and these were recorded, helping children and staff learn what to do if they needed to leave the premises in an emergency. Staff promoted out door play so children could develop their physical and sensory skills while playing in the fresh air.

Staff promote healthy eating and hydration well but some procedures require reviewing and improving to keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff manage interactions fairly and consistently.

Staff praised children for their efforts with positive language and encouraged them to use good manners and to practice saying 'please' and thank you'. They did not hurry children

and gave them the opportunity to complete tasks and activities in their own time, being considerate of the children's ages and stages of development. This resulted in a warm and caring atmosphere being created where children were nurtured and supported. Staff reassured children with a gentle care giving approach. They managed unwanted interactions and noise levels with patience and a kind voice. This resulted in children's disagreements being managed effectively and avoided escalation.

Staff set realistic boundaries and use appropriate strategies to manage interactions positively.

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

Staff facilitate interesting activities to develop children's learning and they provide responsive care.

Staff implemented the principles from the foundation phase curriculum and facilitated interesting activities. For example, we saw staff providing one-to-one support for children as they explored an activity called 'This is me'. Staff supported children to mix the correct colours to make skin tone for their self-portrait, they spoke to each child throughout this activity and asked them questions as they painted a portrait of themselves and looked at their photo on an interactive tablet to help with detail. Staff interacted positively with children and praised them with positive language. They facilitated opportunities for them to take the lead, for example, one child showed staff how they placed the toy miniature wooden furniture and dolls to make a home scene. Staff had conducted and recorded children's progress and development. They had identified areas where children require further support and this had been reflected in their activity planning. Staff responded to children's individual needs in a timely manner, for example, they changed their clothes when they had become wet from outdoor play and wiped children's noses to make them feel more comfortable. During circle time staff asked children to share how they were feeling helping them to learn about being emotionally aware. During story time, staff encouraged children to become animated with actions and to ask their own questions aiding enquiry and curiosity.

Staff promote children's confidence through providing interesting activities to keep them engaged for appropriate amounts of time in accordance with their age and stage of development.

3. Environment

Summary

Leaders ensure the environment is secure and it is suitable for purpose. They make sure toys and resources are of appropriate quality and offer children a wide range of learning and play experiences.

Our findings

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

Leaders ensure the environment is secure.

Leaders had a new system to manage access to the premises and a record of visitors was kept. This helped leaders to identify and track the different visitors who frequent the service. We found the premises to be safe, secure and suitable for purpose. Risk assessments had been completed and reviewed in April 2018 to ensure potential risks to children had been identified and potentially eliminated. Leaders ensured staff understood their roles and responsibilities and they supervised children well during activities.

Leaders make certain the environment is safe and staff are deployed in a way as to provide appropriate supervision to ensure children's safety

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

Leaders ensure the environment is suitable.

Leaders ensured children were cared for in a supportive environment which considered children's interests and their individual needs. It was brightly decorated and child-centred with children's art work and educative displays. Additional themes focused on children's well-being and displays focusing on emotions, which encouraged children to talk about how they were feeling. Leaders had also made sure children had space to place their personal belongings which created a sense of belonging. Furniture was appropriate for the stage and development of children and the environment offered a variety of appropriate play opportunities. Storage was at a low level and labelled this meant children could access toys and resources easily.

Leaders provide a suitable environment to meet the needs of children being cared for.

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

Leaders ensure toys and resources are of good quality and offer children a wide range of learning and play experiences.

The indoor play room was brightly decorated and there were sensory resources to help children practice using their senses with some toys reflecting our wider society. Consideration should be given to developing this area so as to raise children's awareness of the world around them. Leaders had made sure children could move around their environment freely to choose the activities they were interested in. They had made sure children could access good quality equipment and toys. The outdoor play area offered children a wide variety of stimulating activities. For example, we saw children immersed in imaginary play in the mud kitchen making pies and scooping large quantities of mud and mixing the contents with sticks. Other children showed us how they could pour buckets of water down the funnel of the water wall and watch the water gush down the guttering into the large container at the bottom of the shoot. Resources for both indoor and outdoor play areas were available in sufficient quantity giving children variety and interesting choices.

Leaders make sure children can make interesting and stimulating choices from a variety of good quality toys and resources on offer.

4. Leadership and Management

Summary

Leaders manage the service appropriately and have a system to review the quality of care. They manage staff well but not all the required information was contained in the staff files to meet legal requirements. Leaders are building positive partnerships with parents.

Our findings

4.1 How effective is leadership?

Leaders manage the service appropriately.

Leaders had taken action to address most of the issues raised at the previous inspection to ensure better outcomes for children. The statement of purpose does not contain all of the required information as outlined in standard one of the national minimum standards. By doing so, this would provide parents to have all the information they require to make an informed decision about the care offered. Accidents and incidents were recorded but not all had been signed by both parent and staff. Policies and procedures were in place but leaders had not ensured the child protection / safeguarding policy had the contact telephone numbers of the local authority safeguarding team to be able to contact them without delay if needed.

Leaders have made improvements but some areas require attention.

4.2 How effective is self evaluation and planning for improvement?

Leaders have a system to evaluate the quality of care.

Leaders had completed a report on the review of the quality of care. The report highlighted the responses received from parents, children and both feeder primary schools. Most of these were positive. Leaders were taking action to address some parents comments as they would like to gain further information about their children's activities. For example, leaders had taken this on board and were updating their closed social media site with photographs of children participating in activities. They had also arranged a parent's evening to share information about the progress and development of children. Leaders had reviewed the recommendations previously made by both Care Inspectorate Wales (CIW) and Estyn in relation to improving the outdoor area and creating more defined learning areas to develop children's learning.

Leaders are taking action to address the comments of those using the service to ensure better outcomes for children.

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

Leaders manage staff well.

Leaders made sure staff had defined roles and responsibilities and their training was current. They had ensured staff had a current qualification in first aid which was appropriate for the age of children being cared for. Although staff's safeguarding awareness training was up to date their knowledge was basic. We inspected three staff files but these did not contain all the required information to meet compliance. Leaders and staff informed us that supervision is available on an informal basis when needed but these are not recorded or held regularly. Leaders should consider formalising one-to-one supervision so as to record and offer staff an opportunity to discuss their welfare, practice related issues, development, training needs and contribution of ideas to improve delivery of care and activities to children. Most staff had received appraisals and these had been recorded. Staffing ratios were met on the day, however, exceeding standards would ensure children's experiences are enriched. We inspected three children's records and these contained the required information.

Leaders manage and support staff appropriately but some areas require improvement.

4.4 How effective are partnerships?

Leaders are building positive partnerships.

We spoke to parents and they informed us they were happy with the care provided for children. Leaders told us they are working well with both feeder primary schools in the locality to ensure children transition happily from service to attending school. They encourage children to engage in the local community and have organised nature walks to raise children's awareness of the changing seasons and the effects it has on the natural world around them.

Leaders at Cylch Meithrin Tregarth are building positive partnerships with parents and community to enhance children's experiences.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

Areas of non compliance identified at this inspection

We informed the person in charge they were non-compliant with the following regulation:

We found the service was not compliant in respect of *The Child Minding and Day Care (Wales) Regulations 2010, Regulation 28, relating to: Suitability of Workers:* the registered person could not evidence all the required information was available in the staff files to ascertain staff suitability and meet compliance.

We did not issue a non-compliance notice as we did not find evidence on this occasion this had an impact on the well-being of children. These matters must be addressed.

5.2 Recommendations for improvement

Leaders should consider:

- Providing more information in the statement of purpose, using the sub headings in standard one of the *National Minimum Standards for Regulated Child care for children up to the age of 12 years* as a guide;
- revising staff's knowledge about safeguarding procedures and making sure the child protection / safeguarding policy has the contact details for the local authority safeguarding team;
- revising hand washing procedures in line with the *Infection Prevention and Control for Childcare Settings: (0-5 years): Nurseries, Child minders and Playgroups: All Wales Guidance*. Public Health Wales (2014) and complete the infection control audit tool for early years settings;
- developing independence at meal times offering children opportunities to help themselves and making sure children do not leave the table with their mouth full to eliminate the potential risk of a child choking;
- formalising one-to-one supervision, keep records of these discussion with each staff member about their performance, training needs and contribution of ideas to improve delivery of care and activities to children;
- making sure both staff and parents sign the child's accident and incidents record, and
- developing multi-culturalism to help develop children's understanding of the world around them.

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 Tuesday 18 September 2018 from 09:00 – 13:40 hours;

We,

- Inspected a sample of documentation and policies;
- inspected the areas used, toys and equipment;
- observed practice and completed observations using the SOFI2 tool to capture evidence of children's engagement and the care being provided by staff;
- spoke to children, one parent, person in charge and two staff members and
- provided feedback to the person in charge.

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	Meriel Parry
Person in charge	Llinos Williams
Registered maximum number of places	24
Age range of children	Under 12 years
Opening hours	Monday - Friday: (during term time.) Breakfast Club: 08:25 – 09:00 Cylch: 09:00 – 12:00 Lunch Club: 12:00 – 12:45 or 12:00 – 13:00
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	23 September 2015
Dates of this inspection visit(s)	18 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?	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: The service is also inspected by Estyn.	