



Childcare Inspection Report on

Cylch Meithrin Dechrau Dysgu

**Ysgol Gymraeg Gwaun Y Nant
Amroth Court
Barry
CF62 9DU**



Date Inspection Completed

27/02/2020

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Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Description of the service

Cylch Meithrin Dechrau Dysgu provides sessional care and wrap around care for a maximum of 28 children. They operate from a classroom on the grounds of Ysgol Gwaun y Nant, Barry. The hours of operation are 9am to 3pm Monday to Friday. The service operates as part of the Flying Start programme with eight places available each session. Gibbonsdown Children's Centre is the provider of the service and there is a responsible individual who has overarching responsibility for the service. The responsible individual is Gemma Lees. The service offers the 'Active Offer' with regard the Welsh language.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

We found children attending Cylch Meithrin Dechrau Dysgu are happy and enthused by their learning experience. They are cared for by nurturing and kind staff who are committed to meeting their individual needs. The children settle well and evidently enjoy their time at the service. Leaders ensure children are cared for in a safe environment with a range of interesting areas and resources to enhance their play and learning. Parents and carers are satisfied with their children's progress and the service provided.

2. Improvements

The registered individual has met the recommendations noted in the last inspection report in relation to leadership and management and health and safety.

3. Requirements and recommendations

None

1. Well-being

Good

Summary

Children at Cylch Meithrin Dechrau Dysgu are listened to and are able to make choices. They are secure, settled and enjoy the opportunities available to them. They interact confidently with each other and familiar adults.

Our findings

On arrival, children chose from a range of activities available to them and moved confidently from one activity to the next. For example, children played in the role play home corner before moving to play with construction toys. During circle time children were asked which toys they wanted staff to get out for them to play. Children confidently asked staff if they could get out the musical instruments, building blocks and ponies. Children chose the songs they wanted to sing and at what tempo. They beamed with happiness as their choice of song was sung quickly or slowly.

Children arrived at the service happily and they were relaxed during our visit. They made requests to staff and knew they would be reacted to positively. For example, children told staff they wanted the blocks placed on the blue table. Outside children confidently approached staff to ask if they could play with the garage. Children's requests were reacted to positively by staff.

Children were co-operative and well behaved. They mostly interacted well with other children and staff members. Older children were able to sort out disputes over toys themselves. For example, when two children wanted the same role play food, they knew that they needed to share. One child told another 'We need to share!' Younger children listened to staff who intervened when there were minor squabbles over toys and shared resources in the water trough. Children gave staff spontaneous cuddles and sat in their laps when looking at books at story time.

Children enjoyed their outdoor play, jumping up and down in anticipation. They played for a significant amount of time filling containers and pouring water in the water trough and with the shaving foam. One child built a tall tower before shrieking in delight as they knocked the tower over and began the process again. Outside children enjoyed playing on trikes, the rocker and construction area. During circle time, children animatedly joined in with Welsh action songs. One child proudly showed a book they had brought from home and was clearly delighted when their book was read at story time.

Children have good opportunities to develop their independence. On arrival, children hung their coats on low-level pegs. They washed their hands before snack time and poured their own water or milk. They ate couscous and peppers with spoons, placed their uneaten food in the food waste container and placed their used plates and cups on a trolley. Some children cleaned their own teeth. They tidied up at various times and attempted to put on, and zip coats with a little assistance from staff.

2. Care and Development

Good

Summary

Staff are committed to providing stimulating and varied activities for children. They consistently meet children's need because they know them well and are motivated and enthusiastic in their day to day routine.

Our findings

Staff knew that safeguarding children was a high priority and had a good understanding of dealing with concerns or disclosures when given scenarios. All staff had first aid training and clear procedures were in place to deal with any incidents. Parents and staff had signed accident and incident logs. Staff ensured children washed their hands before snack and lunch. The service promoted healthy eating and had a gold standard snack award from the local authority. They provided a variety of healthy snacks and water or milk to drink. Staff ensured that outside physical activity was an important part of the session, in all weather. The staff also ensured children were able to take part in dance sessions.

Staff praised children for good behaviour and responded to children who wanted a cuddle or reassurance. They reacted positively to non-verbal cues such as a child lifting their arms up indicating they wanted to be picked up. Staff were attentive to children's needs for example, asking children, who were potty training, if they needed to use the toilet. Staff modelled good behaviour speaking kindly to each other and to the children throughout the session, adhering to their behaviour policy.

Staff had a good understanding of the children in their care as they could describe the children's individual likes, dislikes, needs and abilities. Staff gathered information about the children in their care prior to them starting at the service and used the foundation phase profile to track children's development. They also observed the children at play and responded to their preferences. For example, areas that children had lost interest in or showed little interest in were changed. Leaders had begun to implement the curiosity approach, using a child's natural curiosity to go back to basics with the use of wooden resources, ordinary household items and bric-a-brac. Activities were planned around the seasons. They followed the procedures in relation to children with additional needs, providing extra support as needed. Staff gave parents daily written feedback on all aspects of the child's care during the session which include snacks eaten, the child's general demeanour and activities undertaken.

3. Environment

Good

Summary

The premises are bright, organised and well decorated. Children freely access a good range of toys, resources and child sized furniture. Leaders perform regular maintenance checks and ensure the environment is safe and suitable for children.

Our findings

Children are cared for in a safe, clean and secure building. The room was clean, tidy and generally well maintained. One small part of the toilet flooring had begun to unravel but had been taped down to avoid children tripping over. Toys were cleaned regularly and broken toys are thrown away and replaced. The door to the service was kept locked and uninvited guests were not able to enter without supervision. A visitors' book was in place and actively used to record visitors to the service. Maintenance records showed that fire and smoke alarms were tested annually as well as the heating system. Electrical appliances had been PAT tested. Staff and children performed regular fire drills and accurate records are kept. Comprehensive risk assessments for both indoors and outdoors were carried out and risks were identified and eliminated as far as possible. Public liability insurance was current.

The room had been organised to provide opportunities, for children to play in different ways, in line with the curiosity approach. For example, creative station, seasonal small world, tinkering or loose parts station and or messy play station. Toys and resources were stored in storage units that were easily accessible to the children and were labelled with pictures. The children had access to small toilets and sinks. The outdoor area was enclosed and had an array of play opportunities. Children had access to ride on toys, chalkboard, construction area, and kitchen role-play and water trough. Children had access to the outside area in all weather conditions as they had a canopy that provided shelter from the rain and the sun.

A good range of toys and resources were available to the children such as creative materials, sensory materials, role-play toys and small world play, which were age appropriate. They provided resources that children enjoyed such as teapots and cups in the water trough and shells and cones in the foam. The toys and resources were of good quality and of a good condition.

4. Leadership and Management

Good

Summary

Leaders ensure the effective running of the service by implementing a good range of systems and checks for reviewing the quality of care they provide. Leaders have good partnerships with parents.

Our findings

The service had a detailed statement of purpose in place that was an accurate reflection of the service provided. Policies and procedures were in place and these were reviewed regularly and implemented effectively by staff in their daily practice. For example, staff followed the methods outlined in the service's behaviour management policy throughout our visit.

Leaders reviewed the service annually and produced a report. They analysed the feedback from parents and staff in each area and were eager to improve their service. Feedback from parental questionnaires was very positive. For example, many parents commented on how friendly and approachable staff were at the service.

Staff files showed that all relevant documents were in place and that all necessary checks had been carried out to determine staff suitability. Annual appraisals and regular staff one to one supervision meetings were carried out on staff and training needs and targets identified for development. Staff were suitably qualified. Staff received additional training on adverse childhood experiences, Busy Feet dance and movement, and Forest School outdoor activity training.

Leaders had a good working relationship with parents and outside agencies. Parental questionnaires confirmed that parents were happy with the information they received about the service prior to their child starting, their child's progress and care. Leaders have good working relationships with the local school. They transfer information regularly to the school to aid children's transition. They also have use of the school's nature trail through woodland. Leaders regularly liaise with outside agencies such as health visitors, speech and language therapists and attend events in the community such as 'Pasiant Meithrin,' which is a local parade attended by Welsh language services.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

None

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 at a later date.

One inspector undertook a visit to the service on the 27 February 2020 lasting four and a quarter hours. We:

- inspected a sample of documents and policies including staff files, children files, training records, accident and incident logs and planning records,
- observed children using the SOFI 2 (short observational framework for inspections) tool to capture evidence of children's engagement and the care provided by staff,
- spoke to the responsible individual, person in charge, children and staff.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Person in charge	Sara Wensley
Registered maximum number of places	28
Age range of children	2-5 years
Opening hours	9am-3pm Monday to Friday
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	6 and 7 April 2017
Dates of this inspection visit(s)	27 February 2020
Is this a Flying Start service?	Yes
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 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:	None

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