



Inspection Report

Cylch Meithrin Tregaron

**Ysgol Henry Richard
Lampeter Road
Tregaron
SY25 6HG**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

22/06/2021

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About Cylch Meithrin Tregaron

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Tregaron
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	This is the first inspection post registration
Is this a Flying Start service?	No
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

Summary

Children are listened to and all attempts at communication are valued. Children are encouraged to speak and express their views. They feel safe, happy and settled because they have formed positive bonds of affection with the care staff. Children are active and curious learners and are interested and excited in their play-based activities. Care staff know the children well and give them consistent care. Care staff provide a nurturing and caring environment; they understand and meet children's individual needs and abilities. The children receive care in a safe, clean and secure environment. Care staff have identified and as far as possible eliminated unnecessary risks to children. There is sufficient space and facilities for children to play and learn. The environment promotes children's independence and is well maintained and decorated. The furniture, equipment and toys are in good condition and are of a suitable design for the needs of the children. The people who run the setting have a clear statement of purpose, which is an accurate picture of the services available. The setting has established clear communication and trust with parents, working with them to identify children's individual needs and preferences. They implement the setting's policies and procedures effectively to safeguard and promote children's well-being.

Well-being

Children have a voice and influence their care, such as choosing their snacks. Children chose from banana, grapes or apple and crackers, bread sticks or toast. They make choices and decisions successfully, and staff believe that their interests are important. They are confident enough to speak and express themselves to staff and us. The children, full of pride, showed that they had finished their entire snack. This boosts their self-esteem and sense of achievement.

Children are happy, comfortable and have close relationships with staff who provide good quality care consistently. Children are more than happy to go to the staff for help and chat with them, showing that they are comfortable with them. We heard children enjoying singing songs with the staff. Parents told us that their children enjoyed attending the setting very much. The children have a sense of belonging; for example, they have a personal area to store their coats, bags and their work. It was a pleasure to see the children play with the small animals and dinosaurs, discussing their play and focusing for a period of time as they organised and reorganised them.

Children interact well with other staff and children. They know each other's names and work with staff happily when moving from one activity to another. Parents told us that their children have friends at the setting. Children are beginning to share resources. They take turns when playing games, for example, when too many children attempted to sit around the table for an activity, the other children were happy to wait their turn. Children learn to respect resources and toys and make sure they are put away after use.

Children are interested and fully engage in their play. They have the opportunity to take an interest in activities such as playing knex, mastering detailed skills. Children explore the environment freely and help themselves to resources during free playtimes. A parent told us that the children have fun and enjoy what they do in the setting.

The children have enough opportunities to do things for themselves. The children are familiar with the routines at the setting. Many prepared to go home without much help. Children receive encouragement and support to do things for themselves, such as hand washing after using the toilets. They choose toys and activities, and put toys in their boxes after use. Staff told us that children contribute to the planning of activities and ideas.

Care and Development

Care staff work together very well to meet the needs of children effectively. They understand how to keep the children safe and healthy. Care staff implement effective policies and procedures, and have reviewed the setting's procedures in accordance with the guidelines relating to Covid-19. All care staff have received current training on safeguarding children, and can speak confidently about safeguarding and the correct procedures to follow if they had a child protection concern. The care staff have received the latest training on paediatric first aid. Care staff provide healthy snacks and the setting has good food preparation procedures. The care staff are aware of children with allergies and offer alternative snacks. They hold regular fire drills, ensuring that everyone involved know how to leave the site in an emergency safely.

Care staff understand their roles and responsibilities for keeping the children safe and healthy. For example, they make sure that children wash their hands before snack and lunch times and put their hand over their mouths when coughing. Discussions with care staff showed that they understand the behaviour policy and consistent behaviour management strategies are in place. They intervene appropriately and calmly when children have a disagreement. Care staff manage interactions in a warm, friendly and gentle way. They praise the children for their efforts with positive language and encourage them to be polite and say "please" and "thank you". Care staff create social periods for the children, including at meal times, and are a good example to the children as they speak kindly and respect each other. They offer children opportunities to play regularly in the fresh air. Parents told us that their children speak highly about the care staff and enjoy seeing them in the community.

We saw the care staff playing alongside the children and encouraging positive interaction. Care staff consistently praise the children and encourage them to play and work together. They listen to the views of children and respect them. We heard interactions between care staff and children showing kindness and warmth. Care staff listen attentively to children's stories and develop their understanding through appropriate questioning. We saw that staff responded lovingly to the children; they cuddled, embraced and made sure they met their basic needs. We saw care staff sitting with one child as they had become sensitive during meal times. The care staff sat encouraged and praised the child when they had finished eating their food. This helped the child to feel more comfortable and relaxed. The setting provides regular healthy snacks and although they do not offer cooked meals, the person in charge and care staff work closely with parents to encourage the families to eat healthily.

Environment

The environment is safe, clean and in good condition, which provides a safe and comfortable place for children to relax and learn. The setting is secure and locked. People running the service maintain a good environment to improve children's experiences. The people who run the service have identified risks and take action to reduce or remove these. Risk assessments are in place and staff follow them. This ensures that care staff know which areas are not entirely safe for the children, such as the kitchen. Care staff also check daily risk lists; record maintenance checks and keep a list of visitors to the setting. On arrival at the setting, we had to sign the visitor's book and show our identification. Emergency procedures, fire and good infection control are in place.

The setting is very suitable for children's play and learning experiences, and care staff make good use of these areas, offering a variety of experiences. The environment is light, bright and airy. The windows and rear door are kept open to ensure sufficient ventilation. At the setting, there is one large play space with easy access to toilet facilities. There is a large, secure, tarmacked area for the children to play outdoors. Play and learning areas have sufficient resources to ensure staff can offer stimulating and exciting activities for the children.

The resources, toys and books are suitable, clean and in good condition, enabling staff to prepare activities confidently. People who run the service and care staff display colourful and appropriate Welsh posters and children's artwork i. This gives the children a sense of achievement. The toys and resources are stored at children's height level in containers, which are labelled with pictures of the contents, promoting children's independence as they help themselves to these items. There is a wide variety of toys and resources, which include dinosaurs, trucks, building blocks, building tools, cars, vehicles, animals, garage and craft equipment.

Leadership and Management

People who run the service are knowledgeable about existing childcare practices, and this is set out in the easily understood and comprehensive statement of purpose. They update their policies and procedures as required and share with all staff. This ensures that everyone is familiar with all processes to follow. There is monthly planning of focused tasks in place and this includes an activity for each of the areas of learning. However, this does not always include an element of reflection on observing and evaluating children's understanding and determining next steps. The person in charge takes regular photographs of the children participating in their activities. They keep photographs and children's work in scrapbooks, which are sent home to the parents when the children transition to the local primary school.

Care staff are happy in their jobs and are aware of the management structure, and know who to contact if they need help. Parents told us that staff were friendly and always willing to help. A completed quality of care review is in place for the previous year but is to be completed for this year. Care staff recruitment is robust. We looked at care staff files and found that all checks had been made to ensure that they were suitable to work with children, including current DBS checks. Care staff present during the inspection worked well as a team, all of whom were aware of their roles and responsibilities and led the children appropriately. As a result, children love the care provided by enthusiastic staff.

The people who run the service undertake regular and meaningful supervision sessions that support care staff with their role, learning and development and any performance problems that may arise. The person in charge organised staff appropriately to supervise tasks and activities effectively and support the children. There are effective reserves for staff absences. However, the person in charge has not received regular supervisions or annual appraisals by the people who run the service.

There are positive relationships with parents and other professionals, and they contribute to the children's well-being as parents tell staff what their children have particularly enjoyed. Parents told us that they were very satisfied with the service. Parents can talk to staff about their child's care when they bring or collect their children. The parents also receive a monthly newsletter. The people who run the service keep records of incidents and accidents and sometimes share these with the parents. The setting allows new parents to visit the site on a Friday afternoon after the children have left. These practices enable parents / guardians to continue to be part of their children's care.

Recommendations to meet with the National Minimum Standards

- 1) All staff to complete the 'Prevent Duty' training;
- 2) Complete the 'Quality of Care' for 2021 to include feedback from staff, children, parents and professionals;
- 3) Ensure that the planning of activities include an element of reflection on observing and evaluating children's understanding and determining next steps;
- 4) Ensure accident and incident records are always signed and shared with parents.

Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
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Areas where priority action is required

None	
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Areas where improvement is required

The responsible individual has not ensured that the person in charge receives appropriate supervision and appraisals.	Regulation 29 (3) (a)
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The area(s) identified above require improvement but we have not issued a priority action notice on this occasion. This is because there is no immediate or significant risk for people using the service. We expect the registered provider to take action to rectify this and we will follow this up at the next inspection.

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