



Inspection Report

Cylch Meithrin Brynglas

**Ysgol Gymraeg Bro Teyrnnon
Brynglas Drive
Newport
NP20 5QS**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

30/04/2021

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About Cylch Meithrin Brynglas

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Cylch Meithrin Brynglas
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	First inspection
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	The service 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

This is an inspection undertaken during the Covid 19 pandemic. We have therefore focused on the priority areas for this setting and not the full quality framework.

The service is child centred with a strong emphasis upon children directing their own play and learning. Children settle well and are happy. They have opportunities to become independent and develop their skills through a range of quality experiences and play opportunities. Children form close bonds with each other and staff which helps them feel safe with a sense of belonging.

A good range of toys, resources and equipment to promote learning and development is provided. The environment is attractive, clean and secure and staff follow procedures to monitor its suitability, completing risk assessments and daily checks.

Staff are professional, appropriately qualified and take their responsibilities seriously. They have a good understanding of how to keep children safe and healthy. Staff have implemented new policies and procedures in response to Covid-19 effectively.

The management of the service is well organised and people who run the service understand the need to maintain information to demonstrate staff suitability. Staff receive regular developmental opportunities to keep their skills and knowledge up to date. The committee is engaged with the monitoring of the quality of the service provision and there is a commitment to ongoing improvements to ensure the safe care of all children.

Well-being

Children are familiar with the daily routines and make positive relationships with other children and staff. They know what to expect each session and look forward to spending time at the service. They are able to choose their activities freely and know they will receive help or support if they ask for it. For example, for most of the session children are able to move between indoor and outdoor play and choose from the wide variety of toys and activities available to them. They mostly play confidently and express satisfaction with their successes. For example, children are keen to show and talk about their drawings and art work and look forward to taking them home for parents. They approach staff for comfort and reassurance as needed. Children's communication is valued and encouraged and this helps children to feel confident and to develop self-esteem.

Children have good opportunities to develop and extend their interests. They are active and curious learners who enjoy exploring the environment and taking advantage of the stimulating activities available. Children have opportunities for imaginative play and they receive encouragement to express themselves. For example children enjoy playing in the mud kitchen and the home corner. Messy play activities such as with sand, paint and water provide children with opportunities to be creative and have fun. Children are fascinated by the spiders and bugs in the Tuff tray which they pick up with pincers to show each other and discuss eagerly.

Children have strong bonds of affection with the staff and are beginning to form friendships, in line with their age and stage of development. They are kind towards their friends and play happily together or alongside each other. For example, children played excitedly in groups making a number of dens out of the furniture and resources available.

Most children are developing independence skills appropriate to their age and ability. They wash their hands as needed and choose their own food. They put on their coats when going outside and enjoy the sense of achievement from completing these tasks. Some children like copying staff actions and have drawn up their own register which they like to use with their friends.

Care and Development

There are effective systems in place to monitor the health and safety of children. All accidents and incidents are recorded and evaluated by the leader and are signed by parents. Good safeguarding procedures promote the welfare of children. Staff understand their responsibility to be vigilant and are clear about the processes to follow to deal with any concerns. Staff receive regular safeguarding training and keep up to date with all relevant information. Monthly fire drill practices ensure that staff and children are aware of how to evacuate the premises safely. First aid training must be renewed for some staff. All staff are completing online training as a refresher until the appropriate training is available. Staff are able to deal with any minor first aid situations.

Staff work together well to implement hygiene practices and cleaning routines which help ensure children are safe and healthy, especially during the Covid-19 pandemic. These include thorough cleaning routines throughout the day, and encouraging children to wash their hands regularly. Children bring a packed lunch and are provided with a healthy snack during the afternoon. Staff ensure information relating to allergies is shared and that children are carefully monitored.

Staff interact in a kind and caring manner with the children, supporting their learning and development effectively. They are consistent in their approach and mindful of the age and stage of development of the children when managing behaviour issues. Staff use soft tones to distract children who are frustrated or upset and praise children for all their efforts. They show enjoyment in their roles and provide comfort for children who are distressed.

Staff know children well and understand their individual needs and preferences. Keyworkers liaise closely with the school next door where most children attend each morning. Relevant information is transferred between the service and the class teacher to assess children's development and plan appropriate activities. Staff are working together to produce a formal system to plan and monitor children's development and achievements.

The Welsh language is used consistently and well throughout the sessions.

Environment

The environment is safe and secure and provides ample space for children to play and learn. Staff complete daily safety checks to identify and where possible eliminate any risks to children's safety. There is a rigorous risk assessment in place for all areas of the setting which includes activities. Registers record the times that children arrive at and leave the premises. Regular and routine maintenance checks for the building and appliances are arranged by the school which is responsible for the building situated in the school grounds. Part of the building is used by school staff and people who run the service and staff ensure there is social distancing and that children are supervised and stay within their designated area at all times.

The environment is clean and well maintained and reflects good hygiene procedures. It provides light, bright and spacious areas for children to explore. There is a wide range of good quality resources and provides a rich environment for play and learning. Children are able to access toys easily, which supports their independence. Their artwork displayed on the walls and celebrates their achievements, enhancing their self-esteem. The outdoor play area is safe and secure and offers plenty of opportunities for active play. Children have a very good choice of outdoor activities which include a new balance beam and climbing poles offering suitable and age appropriate challenges. Trikes and climbing equipment and planting in the garden area are also attractive to children and extend their learning and development.

Leadership and Management

People who run the service are proactive and manage the service appropriately. There is a clear statement of purpose in place which provides an accurate picture of how the service runs. The people who run the service understand all notifications must be sent to Care Inspectorate Wales using the notifications process.

People who run the service are committed to providing the best quality care provision to children and their families and the staff team are enthusiastic and motivated. The leader is dedicated and has a clear vision. All policies and procedures are in place and contain the required information. The leader carries out checks to ensure all staff are suitable to work with children. There are enough qualified and experienced staff to make sure children are well cared for, at all times. The staff group is small but stable and the team complement each other and work together successfully.

The people who run the service are in the process of collecting information to compile the required quality of care report. Feedback is used to identify areas of success and development with the aim of improving the service. Priorities already identified include ensuring all the required training is carried out by staff. As the service was closed for a considerable period during the pandemic, the leader is in the process of re-establishing the staff team after lengthy absences.

Communication with parents is maintained by using social media apps and email. Parents are very satisfied with the service which they value highly. They are pleased with the close and supportive relationships their children are forming with staff. Children are collected from school at the end of the morning session and escorted to the service safely.

The service has very good relationships with the school which is supportive and helpful.

Recommendations to meet with the National Minimum Standards

R1. To develop a formal system to plan and maintain records of children's development

R2. To update first aid training as soon as the course becomes available

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

None	
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