



Childcare Inspection Report on

Cylch Meithrin Cybi

**Ysgol Cybi
Garreglwyd Road
Holyhead
LL65 1NS**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

09/01/2020

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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 Cybi is registered to care for up to 19 children, and offers care to children between 2 ½ and 4 years of age. The service is open Monday to Friday during term time, between 09.00am – 3.00pm. Cylch Meithrin Cybi have appointed Janet Ellis as the responsible individual and Dawn Williams is the appointed person in charge. The service is bilingual and provides the Welsh Government 'Active offer' of the Welsh language; it also provides education for three and four year olds and is inspected by Estyn.

Summary

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

1. Overall assessment

Children experience meaningful interactions and as a result, they are confident and settled. Staff have a good understanding of their roles and responsibilities; they promote children's health and well-being. Staff plan well and this supports children to make positive progress. The environment is comfortable and safe, with suitable resources readily available and in good condition. Leaders have comprehensive understanding of their responsibilities, they set clear expectations and manage the service very well. There is a culture of professional development and positive communication with parents.

2. Improvements

First inspection since registration.

3. Requirements and recommendations

We made recommendations in relation to further promoting children's development and the outdoor play area.

1. Well-being

GOOD

Summary

Children are happy and settled and are making progress in a caring and well-planned environment. They are forming friendships with those around them and benefit from positive play and learning experiences that successfully support them to become confident and independent children.

Our findings

Children experienced meaningful interactions meaning they were confident to express their feelings because they knew they would be listened to. They spoke with ease to staff; for example they asked staff to help them dress up in the role play clothes, which enabled them to positively extend and build on their play experiences. Once they had put on the coats and gloves they used the pretend snow balls, and mimicked a snow ball fight. Children were listened to and as a result, they felt comfortable and secure. They told staff which area they wanted to play in, meaning they had opportunities to make their own decisions. Children confidently moved to their activity of choice; chose how they wanted to spend their time, and engaged in what interested them. We saw some choose to play alongside their friends in the construction corner, roles were delegated and they created complex structures alongside one another. Children were able to make the most of their time at the service.

Children were familiar with the routine and coped well with separation from their parents because they experienced consistent care and they knew what was expected of them; they knew when it was time to play and when it was time for them to listen. For example, they listened and responded appropriately during circle time, and they all greeted one another warmly. The friendships children were forming meant they enjoyed spending time with one another and we saw them chatting with ease about what they were doing and inviting each other to join in what was going on and explained how they would be able to join in the game.

Children showed respect for property, because resources were kept appropriately. For example, when the 'tidy up' song was sung everyone put the toys they had been using, where they belonged. Children took part in activities at their own pace, which resulted in a good feeling. Areas of learning were well planned and appealed to the children's interests. They could choose to engage in what they wanted and moved from one area to the other with ease. During circle time they chose the songs and they were all familiar with the movements that accompanied the words.

Children were able to complete appropriate tasks for themselves. When they arrived, they kept their belongings on the low-level pegs and when preparing to go outside to play they waited for everyone to be ready to join them before collecting their coats on the way out. Children successfully completed tasks for themselves such as washing their hands before

snack, collecting fruit from their bags. However, drinks were poured for the children when it was evident they were able to complete the tasks for themselves.

2. Care and Development

GOOD

Summary

Staff successfully promote children's safety and well-being. Interactions are positively managed and staff consistently make expectations of behaviour clear. Staff have knowledge of individual children's needs and play and learning experiences are well planned, taking into consideration children's interests.

Our findings

Staff promoted healthy lifestyles; hands were washed before meal times and tables were wiped. Staff had access to the required resources when changing nappies to reduce the risk of spreading infections as recommended by the Public Health Wales guidance for regulated childcare settings. Staff supported children to spend time outdoors in the fresh air and physical activity was promoted. Water and milk were offered to drink in line with Welsh Government's best practice guidance. Robust cleaning practices were followed; staff recorded when items had been cleaned and they regularly checked the areas used by children, were suitable. Staff had an understanding of their safeguarding responsibilities and first aid training was up to date. Accident and incident records were kept but these were not always signed by parents when children went from the Cylch to the school for the afternoon.

Staff were positive role models at all times, their interactions with the children were always meaningful. They gave children their time and full attention and as a result, children felt valued and listened to meaning unwanted behaviour was minimal. Expectations of behaviour were made clear; staff calmly explained to children when behaviour became too boisterous and clear guidance was given to ensure children were safe when engaging in particular activities. Staff provided children with opportunities to talk and this supported children to understand their feelings, which helped them feel relaxed. Children were encouraged to participate fully in an activity through positive behaviour management and they were invited to share activities with each other. This ignited children's interest in what was going on around them.

Staff successfully planned to provide children with positive play and learning opportunities, this gave each session purpose and structure. Activities were tailored to individual preferences and abilities; for example, to support recognising letters, younger children were encouraged to use magnetic letters. Staff placed high importance on tracking children's progress and recognising individual needs. They reviewed the progress made, and regular support meetings were held with the Local Authority Advisory teacher to ensure continued progress. Staff placed children at the centre of what they did and used children's experiences and interest as a starting point for their learning journey.

3. Environment

GOOD

Summary

Leaders ensure the environment is safe and clean. The environment is child-centred and provides wide ranging opportunities for children to follow their own interests. Toys, resources and equipment are of good condition and quality.

Our findings

The environment is safe, secure and clean. On arrival we were greeted by the person in charge for the service and were asked for our identification. Our attendance was recorded through signing the visitor book. Doors were locked and the outdoor play area enclosed, meaning the environment was secure. Leaders ensured risk assessments had been updated annually and they included risks during activities and outings. Hazards were kept to a minimum and staff supervised children well during the day and, when outside they ensured children played safely whilst supporting them to engage in fun physical activities. They enjoyed riding the scooters and bikes and explored the whole environment.

Leaders made sure the public liability insurance was current and the appropriate certificates were clearly displayed at the service. The premises were welcoming and accessible to all. Play areas were well organised and appealed to children's interests though providing activities which ignited their imagination. The space was large enough to allow free movement and children moved between one area to another. The outdoor area was used frequently and provided children with opportunities to be active, however, it did not reflect the experiences which were available inside and had not been fully developed.

Leaders have worked hard to provide children with access to good quality resources, and have achieved this, providing children with an extensive range of resources which were varied and provided a wealth of play and learning experiences the children benefited from. Leaders ensure the resources are well maintained and a log was kept of when they had been cleaned. There was access to a variety of age-appropriate furniture which enabled children to complete tasks for themselves, such as collect what they wanted to play with from low level drawers, clearly labelled with what was stored inside. Play areas had been regularly changed to further children's interest in their learning, for example, we saw they had enjoyed wrapping parcels in the elf workshop, and they were now enjoying playing with the pretend snow balls in the same area of learning.

4. Leadership and Management

GOOD

Summary

Leaders manage the service with commitment and dedication. Required documentation is exceptionally well organised. Staff are fully supported to fulfil their roles and a culture of continuous professional development is promoted. Leaders have built positive partnerships with parents, hosting school and the community to ensure children's experiences are enriched.

Our findings

Leaders have a definite vision for the service and share this well with the staff. The responsible individual draws on a number of years of experience and provides daily support to enable the staff to fulfil their roles and dedicate their time to caring for the children. Policies and procedures are regularly reviewed and shared with the staff, who are provided with time to ensure they have read and understood them. High expectations are set and the staff are dedicated to meeting these expectations.

Staff told us they feel valued and supported at the service. Supervisions were meaningful and plans had been formulated for annual appraisals to be held. Leaders regularly seek the views of those using the service, and actively listen to the information gathered and use this to plan and implement future continued improvements. Leaders follow a robust and timely recruitment process and they have good systems in place to ensure all suitability checks are completed. Paper work viewed during the inspection was exceptionally well organised. A thorough induction process is followed, giving the staff time and support to learn and become familiar with their roles and responsibilities. Leaders promote further learning and actively support staff to attend further training and gain additional qualifications which will support them in their role. There is a strong culture of continuous professional development.

Leaders have developed strong links with the community and other partners. For example, the service works very closely with the neighbouring school. Staff regularly talk with the teachers and the head teacher is fully supportive and regularly meets with the responsible individual. The service works in partnership with external agencies to further provide high quality care for the children. Parents are always welcomed at the service, they attend to view the children's work and receive regular updates regarding the progress their children have made. The work their children have completed is gathered and sent home in a treasure book. Regular fund raising events are regularly held, parent fully support these and the money raised contributes towards the running costs of the service and purchasing new resources. Regular updates are shared about the children's achievements and parents highly value the care and service they receive.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

Leaders to consider:

- providing children with additional opportunities to do things for themselves during snack time;
- developing the outdoor play area to provide children with additional play and learning experiences.

6. How we undertook this inspection

This was a full-unannounced inspection as part of our schedule of inspections. One inspector visited the service on Thursday 9 January between 9:20am and 3:00pm:

We:

- inspected a sample of documentation, policies, three staff files and two children's Individual records;
- observed practice and completed observations using the Short Observational Framework for Inspection tool (SOFI2) to capture evidence of children's engagement and the care being provided by staff;
- inspected the areas used, toys and resources;
- spoke with children, staff, the responsible individual, person in charge, and a parent
- provided feedback to the responsible individual.

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 Full Day Care
Responsible Individual	Janet Ellis
Person in charge	Dawn Williams Janet Ellis
Registered maximum number of places	19
Age range of children	2½ - 4 years of age
Opening hours	9:00am – 3:00pm Monday to Friday during term time (39 weeks per year).
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	Post registration inspection
Dates of this inspection visit(s)	09 January 2020
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:	

Date Published 10/03/2020