



# Childcare Inspection Report on

**Cylch Meithrin Llansannan**

**Canolfan Bro Aled  
Llansannan  
Dinbych  
LL16 5HN**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date Inspection Completed**

12/02/2020

**Welsh Government © Crown copyright 2020.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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 Llansannan is registered to care for a maximum of 19 children and operates from community rooms on the Ysgol Bro Aled site. Children from 2 and a half years old, up to the time they start school, can attend the service, which is currently open from 9.00 – 15.00 on Tuesdays and Wednesdays and 12.30 – 15.00 on Mondays, Thursdays and Fridays.

The responsible individual is Bethan Davies and the person in charge is Olwen Lloyd. The service provides funded places for children the term after their third birthday and is also inspected by Estyn. The language of the service is Welsh and the service provides an 'Active Offer' with regard to the Welsh language.

## Summary

Theme	Rating
<a href="#">Well-being</a>	Good
<a href="#">Care and Development</a>	Good
<a href="#">Environment</a>	Good
<a href="#">Leadership and Management</a>	Good

### 1. Overall assessment

Children are cared for well at this service and they have a strong voice and enjoy the interesting activities. They flourish, grow in confidence and develop successfully. Children are cared for by experienced and capable practitioners who provide stimulating activities and give their safety high priority. The environment is safe and well set out with plenty of toys and areas of play to develop skills effectively. Leaders have a clear vision of the service and this ensures a good level of care for children by a committed team of practitioners. There are successful and strong partnerships with parents, the school and the local community, which ensure positive outcomes for the children.

### 2. Improvements

Communications with parents have been improved with the use of a secure social media application.

### 3. Requirements and recommendations

We made one recommendation in relation to written risk assessments.

# 1. Well-being

**Good**

## Summary

Children have a strong voice, express themselves well and make choices confidently. They thrive and flourish because they feel secure and valued. They are successfully beginning to learn valuable social skills. Children are active and curious learners and enjoy a variety of stimulating experiences at this service. They are learning varied skills, and as a result are developing well and becoming independent.

## Our findings

Children were listened to and their choices respected, for example, children helped themselves to playdough and colour sorting activities. Many areas and activities were set out for children to choose such as drawing, painting or jigsaws. Children were confident and expressed themselves well, for example discussing family events and the weather during snack time and circle time. Children enjoy spontaneous play and learning opportunities and we saw photos of children enjoying a snail race, which had developed from practitioners and children finding snails outside.

Children felt safe, happy and valued. They coped well with separation from their parents, settled well and were content. Children who were relatively new, confidently explored their surroundings. They played happily together, for example, whilst making a cup of tea in the play kitchen.

Children interacted well with each other and the practitioners. They were learning to share with help and encouragement, for example, taking turns with mark making implements in the playdough. Children were beginning to understand the needs of others as they readily fetched glue sticks for other children without being prompted.

Children were active and curious learners and enjoyed a variety of experiences. For example, children practiced language skills whilst speaking on a toy phone. They were engaged and motivated in their play and learning activities, some of which were adult led such as completing jigsaws or pedalling trikes. Children happily chose to play with their favourite items such as vehicles on the floor and dressing up clothes.

Children had a good variety of experiences including freely chosen and self-directed play, which enabled them to develop skills to be independent such as fetching their scissors and paper and tidying implements away successfully. They were learning how to go to the toilet, wash hands, put on their coats, wellingtons and pour their own drinks at snack time.

## 2. Care and Development

Good

### Summary

Skilful practitioners create a caring and secure atmosphere and consistently keep children safe and healthy successfully, by implementing agreed policies and procedures. They manage interactions well, are good role models and use positive and effective strategies for managing behaviour. Professional and committed practitioners promote children's learning through play, providing stimulating activities. They meet children's individual needs to ensure their wellbeing.

### Our findings

Practitioners created a happy atmosphere, and understood and implemented policies and procedures for the service to keep children safe and healthy. They had completed safeguarding training and indicated their readiness to contact the relevant agencies if the need arose. All practitioners had current first aid qualifications and accident forms showed incidents were dealt with appropriately and parents were informed and signed accident records.

Healthy lifestyles were promoted as practitioners ensured children enjoyed the benefits of playing outside daily and provided healthy snacks of fruit with milk or water to drink. Surfaces were clean and children washed their hands before eating, according to current guidelines. Records of regular fire drills showed practitioners and children know how to evacuate the premises in the event of an emergency.

Practitioners managed children's interactions successfully, using effective strategies, including giving simple explanations, helping the children to co-operate and learn social skills. They engaged well with small groups and individual children, for example, playing outside with them and they were good role models and encouraged the children to be polite. Practitioners praised and celebrated good behaviour such as, helping to tidy or being kind. Practitioners gave children simple tasks using the 'Helpwr Heddiw' (today's Helper) scheme which gave children a sense of achievement.

Capable and skilful practitioners promoted children's learning through providing a rich play environment and they met individual needs, as they knew the children well. They gave responsive care effectively, as they obtained details about the children from parents both verbally and in registration forms, such as knowledge of children's allergies. Practitioners actively promoted the development of children by planning and providing a wealth of stimulating play and learning experiences, such as, craft, language opportunities, number and shape recognition and regular outdoor play. They effectively promoted the Welsh language and culture, numeracy and children's all-round development by using varied programmes. Practitioners knew when to question children to

help them get the best from the activities and when to stand back and observe. Observations influenced the planning of activities as an effective system for assessment was used.

### **3. Environment**

**Good**

#### **Summary**

Leaders provide a clean, secure and safe environment and written risk assessments ensure practitioners are aware of how to keep children safe. Children are supervised well both inside and outdoors by knowledgeable practitioners. The environment is stimulating and child centred, giving them first hand experiences. The quality of toys and games is good and the practitioners make effective and flexible use of them to create an interesting and educational environment for children.

#### **Our findings**

Leaders ensured the environment was safe and secure and children were supervised well both inside and outdoors. There was a safe, locked entrance, and a record kept of all visitors, ensuring there was no unauthorised access. All areas inside and outside were hazard free, for example, there were finger guards on all doors, comprehensive written risk assessments and a safe procedure for taking children on walks. However, the radiator in the toilet, although not excessively hot, had not been included in the written risk assessments. The premises were well maintained and used for the benefit of the children.

Leaders provided a child friendly, interesting and stimulating environment for children. The main playroom was spacious and areas of play and learning were set out at child height for children to access easily, including a home corner and graphic area. Flexible use was made of the resources as practitioners changed what was set out to stimulate children's interest and skills. Sturdy, child sized chairs and tables were used and children's work was attractively displayed, giving them a sense of belonging. The outdoor area was varied, including a grassed area with climbing equipment, trikes area and staging for children to play imaginatively. Practitioners used outdoor areas effectively to provide physical activities for the children. There were suitable facilities indoors for all including a kitchen.

Leaders ensured children had access to a wide range of good quality, stimulating play and learning resources. Activities and toys were available in sufficient quantity to ensure children had an interesting choice. All toys and games were clean, in good order and there was sufficient well organised storage. Leaders had provided books and toys to represent the wider society and promote equality. Multi-cultural events were planned for and celebrated, and sustainable materials were used as children made models using junk. Children were learning about recycling practices, separating various foods and materials. Natural materials had been available when children went on a walk to collect Autumn leaves and they had planted bulbs. A practitioner had been on a play woodworking course and there were planned activities around using wood creatively.



## 4. Leadership and Management

**Good**

### Summary

Leaders are experienced, knowledgeable, and work hard to provide a good service. Self-evaluation is detailed, effective and improvements are made considering all involved, which produces positive outcomes for children. Practitioners are managed well and leaders ensure they have sufficient on-going training, support and resources. Partnerships with parents, the school and community are strong and providing children with social and learning opportunities.

### Our findings

The committed responsible individual, a supportive committee and person in charge have a sense of purpose and expectations to promote improvement and good outcomes for children. The person in charge was organised and as a result, we observed a happy, competent and well-supported workforce. Leaders ensured legal obligations were met, such as public liability insurance and informed Care Inspectorate Wales (CIW) of significant events, as required. Well qualified practitioners anticipated what the children needed and successfully planned in great detail. Practitioners were supported to provide evidence, both written and photographic to reflect the rich play experiences regularly provided.

Leaders and practitioners know their service well and promote an effective, positive culture of continuous self-evaluation and improvement, which is embedded in daily practice. A comprehensive annual report of the quality of care and other self-evaluations reflected the measures taken to ensure improvement, for example improving communications with parents using a social media application. The annual review contained information about the service, including areas of good practice and plans for improvement, such as obtaining a mud kitchen, as children had suggested.

We observed qualified, competent and experienced practitioners who had a good knowledge of children enabling them to meet their needs promptly, effectively and they had a gentle and kind manner with the children. Documents in practitioners' files evidenced there is a robust and thorough recruitment process to ensure all those employed are suitable, for example, all have Disclosure and Barring Service (DBS) checks and have completed first aid training. Additional training has been completed such as risk assessments and the learning environment, supporting them to be aware of current thinking within the field of childcare.

Relationships with parents were strong. They spoke to practitioners freely and a parent we spoke to was very complimentary about the practitioners and the service. Parents' evenings are offered regularly to discuss children's development. There are close links with the school and the head teacher visited the service reflecting the co-operation and confirmed that children have opportunities to visit their nursery class before attending which helps them to settle. Many outside agencies are

used to access advice and courses. Children are becoming familiar with the community through regular walks to places of interest, for example to the park, library, and shops. Visitors are used to enhance the children's knowledge of the world around them such as a nurse, doctor and a parent who brought a tortoise for children to see. Children go for walks in the community and are forming relationships with the shop keeper and other individuals in the community. Children also visit the elderly who come to the school weekly and are beginning to have positive experiences and are developing respect for the elderly.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

We made one recommendation to add the radiator to the written risk assessment for the toilet room used.

## **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 12 February 2020 from 9.00 – 13.00.

We:

- Inspected a sample of documents and policies;
- observed practices and completed observations to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children, one parent and two practitioners;
- inspected the areas used and
- reported our findings to the responsible individual.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Bethan Davies
Person in charge	Olwen Lloyd
Registered maximum number of places	19
Age range of children	2 and a half – 4 years
Opening hours	Monday, Thursday and Friday 12.30 – 15.00; Tuesday and Wednesday 09.00 – 15.00 during school term time
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	This is the first inspection since re registration 11 March 2019.
Dates of this inspection visit(s)	12 February 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?	Yes This 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.
Additional Information:	

Date Published 14/08/2020