



Childcare Inspection Report on

Cylch Meithrin Y Fflint

**Neuadd Maes-y-Coed
Woodfield Avenue
Flint
CH6 5DU**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

27/11/2019

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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 y Fflint is registered to provide care for up to thirty children. The Cylch Meithrin operates from Neuadd Maes-y-Coed, Flint which is a mobile classroom and has close links with Ysgol Croes Atti on the same grounds. The service opening times are between 08:30am and 15:00pm Monday to Friday, during school term time. The responsible individual is Vicky Roberts and person in charge at the service is Ceinwen Owen. Funded places are available for eligible families and the service is also inspected by Estyn. Care is provided through the medium of Welsh and the service provides the Active Offer of the Welsh language.

Summary

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

1. Overall assessment

Children have fun at this service and they have a strong voice. They are listened to and make choices confidently. They are cared for by experienced and capable practitioners who provide interesting activities for them. The environment is child friendly, safe and set out with plenty of toys and equipment 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 partnerships with parents and the school.

2. Improvements

This is the first inspection under the current registration.

3. Requirements and recommendations

We made two recommendations in relation to the written planning of activities and ensuring outdoor storage is always safe.

1. Well-being

Good

Summary

Children have a voice, express themselves well and make choices confidently. Children are thriving and flourish because they feel secure, respected and valued. They are successfully beginning to learn valuable social skills. Children are active and curious learners and enjoy a variety of experiences. Children are learning many skills through play and as a result are developing well and becoming independent.

Our findings

Children were listened to and their choices respected. Children chose where to play and were supported and guided by practitioners according to their preferences. Many areas and activities were set out for children, such as jigsaws, farm, construction blocks and play tent and there were additional toys stored at the children's height for them to help themselves such as graphic table and nature area. Confident children spoke to us about their activities and showed us their toys and asked practitioners for what they wanted.

Children felt safe, happy and valued. They coped well with separation from their parents and had settled well. They were happy to explore their surroundings, such as the Autumn table and related well to the practitioners as they played together with musical items.

Children interacted well with each other and the practitioners. They played alongside each other happily and co-operated with practitioners when asked to tidy toys. They interacted well with each other and took turns completing a jigsaw. Children were beginning to understand the needs of others, for example, a child said sorry without being prompted and another picked up a sticker chart for a practitioner.

Children were active and curious learners and enjoyed a variety of experiences. They were engaged and motivated in their play and learning such as a counting activity or mark making with a practitioner. They explored the environment during free play, for example playing with stacking cubes on the shapes table.

Children were learning skills to promote their all-round development and independence. They accessed the toilets and washed their hands mostly without help. They were learning to handle books correctly and returned their own plates and cups after a snack. They were learning Welsh words and phrases through enjoyable interactive singing.

2. Care and Development

Good

Summary

Practitioners provide a caring atmosphere and keep children safe and healthy by implementing the service's policies effectively. They manage interactions consistently, being good role models and using positive strategies. Professional and capable practitioners promote children's learning through play, providing stimulating activities and meet children's individual needs.

Our findings

Practitioners understood and implemented policies and procedures for the service. They had completed safeguarding training and contact numbers for the relevant agencies were on display. The person in charge was familiar with local safeguarding processes. All practitioners had current first aid qualifications and accident forms showed incidents were dealt with appropriately and parents were informed and signed the records. Practitioners kept surfaces clean between activities and were aware of the most recent guidance for the avoidance of cross infection in early years services. Healthy snacks of cereal, milk with fruit were provided with milk or water to drink. A nutritious snack menu ensured a good variety was offered. Records of regular fire drills and discussions with practitioners evidenced that they and children know how to evacuate the premises safely. Dental hygiene was promoted as practitioners helped children to brush their teeth daily.

Practitioners managed children's interactions well, helping the children to co-operate and learn social skills. They were good role models and constantly interacted with children happily and encouraged the children to say "Diolch" (thank you). Practitioners used positive techniques successfully and praised children often, for example for tidying the toys. Practitioners dealt with inappropriate behaviour well, for example, they reminded children not to run inside. Stickers were used as rewards for individual achievements such as going to the toilet and for being kind. Practitioners used the 'Helpwr Heddiw' (Today's Helper) scheme to give children simple responsibilities and a sense of self-esteem.

Capable practitioners promoted children's learning through providing a rich play environment and they met individual needs, as they knew the children well. For example, a list of children with allergies was used to ensure all practitioners knew to avoid giving certain products to named children. They provided a nurturing and caring atmosphere and gave responsive care, and were experienced in caring for children with additional needs. Practitioners promoted the development of all children by providing a wealth of stimulating play and learning experiences. Written planning ensured children engaged with activities according to the areas within the Foundation Phase, encouraging all round development. However, there was no link between the planning and the individual development records. We saw photos of children enjoying outdoor spaces and various crafts. Practitioners tracked children's progress and promoted children's independence, encouraging and supporting them to go to the toilet and helping themselves to toys.

3. Environment

Adequate

Summary

Leaders provide a clean, secure and safe indoor environment and written risk assessments have been completed, evidencing that risks and hazards have been identified and managed. They ensure children are supervised well by knowledgeable practitioners. However, due to health and safety issues the outdoor area was not in use during the inspection but since the inspection we have been sent evidence that children are now playing safely outside. The environment is very suitable being child centred giving the children varied first hand experiences. The quality and variety of the resources are extensive and the practitioners make good use of them to create an interesting and stimulating environment for children.

Our findings

Leaders ensured the environment was safe and secure and practitioners supervised children well. Registers showed there were always three practitioners present each morning, helping to make sure children are safe. There was a safe, locked entrance, and a record was kept of all visitors. All areas inside were hazard free and there were written risk assessments, which have been reviewed recently and these are shared with the practitioners so they are aware of possible risks and how to mitigate them. The outdoor area was not in use during the inspection but staff have temporarily addressed the health issues so that children can now play safely outside. However, access to the storage shed needs making safe on a permanent basis.

Leaders provided a child friendly, and stimulating environment for children. The service uses a cabin including a foyer, kitchen and large playroom. The outdoor area is well resourced and has been set up with a wooden gazebo, playhouse and areas to grow plants. Practitioners set out areas of play and learning indoors such as a graphic table, sand, home corner and floor play. Indoors sturdy, child sized chairs and tables were used as well as furniture for early years provision. There were small toilets and basins enabling the children to use them independently. There was ample storage available for the boxes of toys which enabled practitioners to rotate them.

Leaders had ensured children had access to a wide range of good quality, stimulating play and learning resources. All toys and games were clean, in good order and some stored at child height. Equipment and furniture was suited to the ages of children attending, such as a dolls house, home corner, dolls and buggies. Leaders had provided books and a cosy corner for children to help themselves. Natural materials were available for children to handle, such as cones and leaves on the nature table. There were toys and books to represent the wider society and promote equality. Practitioners promote sustainability, and children had used junk to make models. Children were also learning about recycling as waste food and various materials were put in separate containers.

4. Leadership and Management

Good

Summary

Leaders are experienced, knowledgeable, forward looking and strive to provide a quality service. Self-evaluation is ongoing, effective and improvements are made considering all involved. Practitioners are managed well and leaders ensure they have sufficient mandatory training, support and resources. Partnerships with parents and the school are effective for the benefit of the children and their families.

Our findings

Leaders, being the responsible individual with a small committee of parents, have a sense of purpose and expectations to promote improvement and good outcomes for children. For example, we observed a happy, competent and professional workforce and an up to date statement of purpose. We saw consistent practice throughout the service and practitioners worked well as a team. Leaders have always complied with any recommendations promptly and ensure legal obligations are met such as public liability insurance.

Leaders and practitioners know their service well and promote a positive culture of continuous self-evaluation and improvement. Parents are given questionnaires annually and their responses are considered. The first quality of care report is being prepared since registration in July 2019, with questionnaires having been sent to parents. The person in charge has also prepared a self-evaluation document in conjunction with the early years teachers. Improvements are on-going for the better planning of activities and for play to be resumed outdoors.

Practitioners had a good knowledge of children enabling them to meet their needs promptly and they had a gentle and kind manner with the children. Turnover of staff was low and practitioners confirmed they had been employed for between 14 and 20 years. Mandatory training, such as first aid and safeguarding had been completed with additional courses completed, which helped with language assessment and nutrition. Leaders employed suitable, experienced, qualified practitioners and ensured there was an additional practitioner to cover absences.

Relationships with parents were strong. Parents spoke to practitioners freely and had an opportunity to feedback their opinions annually in writing using a questionnaire. Parents can influence the way the service is run by being on the committee. There are close links with the school as teachers visit the service and meet the children in preparation for transition to full time school. Walks around the school grounds also help children to familiarise themselves with the school. Outside agencies are used to access advice and courses. Visitors enhance the learning experiences and enjoyment of the children, such as bringing in a lamb and rabbit for the children to see and handle.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommend leaders consider the following:

- to include the next steps for children's learning in the written planning of activities and
- to ensure the outdoor storage is suitable and safe.

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 27 November 2019 from 9.30 – 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 three practitioners;
- inspected the areas used; and
- reported our findings to the person in charge.

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 Full Day Care
Responsible Individual	Vicky Roberts
Person in charge	Ceinwen Owen
Registered maximum number of places	30
Age range of children	2 – 4 years
Opening hours	8.30 am – 15.00 pm Monday to Friday during school term time
Operating Language of the service	Both Welsh and English
Date of previous Care Inspectorate Wales inspection	This is the first inspection under the current registration
Date of this inspection visit	27 November 2019
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 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: The service cares for children with additional needs.	

Date Published 22/01/2020.