



Inspection Report

Cylch Meithrin Llangybi

**Llangybi Primary School
Llangybi
Pwllheli
LL53 6DQ**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

05/05/2021

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About Cylch Meithrin Llangybi

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Cylch Meithrin Llangybi
Registered places	16
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	New Registration – November 2019
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	Yes

Summary

Children are listened to and what they have to say is respected. They feel safe and confidently play alongside each other. They are learning how to interact and enjoy their play and learning. Children are beginning to do things for themselves and have opportunities to develop different skills. Staff understand their role in keeping children safe and healthy. They promote positive interactions and provide children with nurturing care. Staff plan different activities suiting the children's ages and stages of development and know the children well. People who run the service have procedures to keep children safe and secure and staff spoken to understand the service's safety procedures. People who run the service have positive relationships with parents, offer staff support in their roles and are committed to improving practices for children's benefit.

Children readily choose what they want to play with and enjoy exploring. Some ask for a story to be read to them and sit alongside staff to listen. Children decide where they want to sit to have their snack and staff respect their choices, showing children have a voice and are listened to.

Children feel secure and comfortably sit or play alongside their friends and staff. Some are excited to go and play outdoors, playing happily in the fresh air whilst others prefer playing indoors. Children confidently approach us to show us what they are doing and point proudly at themselves making cakes in a photo on the iPad, saying 'fi yn gwneud cakes' (me making cakes). They have positive relationships with staff who they go to for reassurance or to ask for an item of play.

Children interact well for their ages and, for example, they queue nicely behind each other when it is time to go and wash their hands before eating their lunch. They are kind to each other sharing a ball game with a friend outdoors. Children listen to instruction and when asked, clean their hands before eating their snack.

Children are active and learn through play. For example, there are plenty of smiles and laughter when they play outdoors. They pretend there is something scary in the puddle of water and run indoors to fetch traffic cones to cover the puddle. They pedal bikes and scooters and carefully place a selection of farm animals on a wooden log to watch them play. Some children enjoy fitting shapes and matching colours together on the mathematics table whilst others play games on the iPad.

Children are developing well and feel at home with the daily routine. They fetch their bags to go to the school canteen at lunchtime and sit together in the little house outdoors, giggling as they make up an imaginary game. Their language is developing well through the many conversations they have with each other and staff.

Staff keep children safe and healthy; they tell us what they would do should they have concerns about a child. They clean their hands regularly whilst caring for the children and make sure there are plenty of opportunities to spend time outdoors. Sufficient staff have a paediatric first aid qualification who can assist with the basic administration of first aid. Staff keep accurate daily attendance registers and practice exiting the premises in an emergency through carrying out fire drills, the last one being September 2020. Staff explain their nappy change procedures which is in line with current guidance. There has been no cause to record accident, incident or medication records since the service registered.

Staff are genuinely kind towards the children and speak to them at their level and with respect. They show good manners, saying thank you to children when given an item of play and calmly and gently remind children to share or be careful. Staff have established an activity where children can express their emotions; this enables the group as a whole to discuss those feelings and for staff to be aware of the children's moods on that day. Staff tell us the procedures in place to manage interactions which is in line with the service's policy.

Staff have good knowledge of the foundation phase for play and learning and plan daily activities linking into the scheme. Records of children's development are maintained and colourful accounts of children's work are kept in their own individual books. Staff are responsive, making sure they are on hand to help children find something they want or assist in wiping runny noses. Staff and children are happy in each other's company and share plenty of smiles with each other throughout the session. They engage well with the children; for example they talk to them about their families and ensure each of the children is comfortable before a story is read.

Environment

No Rating Required

People running the service make sure the premises are secure and no one can access without authorisation. For example, our identity was checked and we were asked to sign the visitors' book. People running the service ensure the safety of the service by completing risk assessments. We conducted our doorstep risk assessment in relation to COVID-19 which showed staff have systems in place to keep the children and themselves safe.

People running the service ensure the environment and resources are clean and in good repair. In order to minimise potential infection, a selection of easily cleaned resources and equipment are available for the children daily. The environment is welcoming to children as it is light and bright with children's work and photographs of them displayed on the walls, offering a sense of belonging. Furniture such as low level tables and chairs allow children to eat together or participate in group activities. A secure and enclosed outdoor play area directly accessed from the children's own designated playroom located within the primary school, enables children to choose which areas they want to play in during some of the session.

Toys and equipment are sufficient and suit the children's ages and stages of development. For example, there are quiet and comfortable areas to relax in and resources where they can be imaginative, such as in the Little House outdoors. Different materials enable children to be creative and they have made a brightly coloured rainbow using their painted hand prints cut out of paper.

People who run the service mainly work with due care and attention in order to meet minimum standards and regulation. The statement of purpose was revised during the inspection process and is now clearer in reflecting the service provided. Leaders confirm there are suitably qualified staff employed to care for the children and in implementing the Mudiad Meithrin policies and paperwork, they provide a Welsh language service for those who need it. People running the service do need to make sure any report to the local social services safeguarding children team, is followed up in writing within 24 hours.

People running the service understand the need to complete an annual quality of care report within 12 months of opening. Improvements shared to date include the purchase of new resources to extend children's play and learning experiences such as the mud kitchen and sand box. Parents commented positively about the care their child received confirming the service was 'fantastic' and felt there was nothing the cylch needed to do to improve.

People running the service ensure staff receive the training and support they need. They encourage staff to attend training relevant to the care of children, complete an induction for new staff and support staff through regular 'virtual' meetings. Staff tell us they enjoy working at the service and feel well supported by the responsible individual. Written information received during the inspection process from the responsible individual confirms staff have the required suitability checks on file including Disclosure and Barring Service certificates.

People running the service make sure parents are kept informed. For example, parents have access to private social media sites where they can keep abreast of any new information arising at the service or find out what their child has been doing. Parents share relevant written and verbal information about their child with staff before their child starts so staff can provide the care each child needs. Both leaders of the service also work on the school staff team, therefore there are positive transitions from cylch to school for the children who are not only familiar with their future carers, but also with the school's surroundings.

Recommendations to meet with the National Minimum Standards

R1. Fire drills should be carried out at least every 6 months, recognising that children benefit from more frequent practice.

R2. Staff are required to follow up safeguarding concerns in writing to the local authority's safeguarding children team within 24 hours of making a report.

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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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

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