



Childcare Inspection Report on

Cylch Meithrin Bethel

**Y Caban, Ysgol Gynradd Bethel
Bethel
Caernarfon
LL55 1AX**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

30/09/2019

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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Description of the service

Cylch Meithrin Bethel is registered to care for up to 22 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 8.45am – 10.45am for playgroup sessions, 10.45am – 12.30pm, lunch club and children who have attended the village school in the morning can be cared for from 12.30pm – 2.30pm Amanda Hughes is currently the registered person for this setting. The appointed persons in charge are Zoe Williams and Margaret Williams. 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
<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Adequate

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 an adequate understanding of their responsibilities; however, they do not always ensure they fully comply with regulations and National Minimum Standards. They set clear expectations and manage their teams satisfactorily. There is a culture of professional development and positive communication with parents.

2. Improvements

Since the last inspection we saw that a checklist is kept, recording when toys and resources used by the children are cleaned. The statement of purpose has been updated. The cylch now has sole use of the building, this provides them with more space and has enabled positive changes to be implemented to tailor the environment to the age of the children being cared for.

3. Requirements and recommendations

We have advised the registered person that improvements are needed in relation to ensuring correct staffing ratios as is outlined in the national minimum standards (Regulation

14) and producing a quality of care review (Regulation 16). A notice has not been issued on this occasion, as there was no immediate or significant impact for the children using the service. We expect the registered person to take action to rectify this and it will be followed up at the next inspection.

We also made recommendations in relation to the environment, staff breaks and consistent supervision and annual appraisals.

1. Well-being

Summary

Children are happy and settled and thrive in a caring environment. They are forming friendships with those around them and benefit from positive play and learning experiences that successfully support them to make positive progress.

Our findings

Children confidently expressed themselves because they experienced meaningful interactions. 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. For example, they chatted happily to each other and agreed their roles. Children were listened to and as a result, they felt comfortable and secure. They told staff which play 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 home corner whilst others went to play with information technology equipment. Their decisions were respected and as a result 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 a 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 when it was explained to them they would be completing a craft activity relating to the 'supertatan' book that they had been enjoying. 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.

Resources were kept appropriately, because children showed respect for property. For example, when the 'tidy up' song was sang everyone went about keeping the toys they had been using, where they belonged. Children took part in activities at their own pace, which resulted in a good feeling. During circle time they were encouraged to take part by counting the children present. Some chose not to take part and they were supported by staff to continue sitting alongside their friends. The children chose the songs sung, 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 collected their clothes from their individually decorated shoeboxes. They successfully put on their wellingtons and coats and asked for help from staff appropriately. Children

successfully completed tasks for themselves such as washing their hands before snack, collecting their fruit from their bags and keeping the storage boxes when they had finished. Children were invited to display their work on a low-level wall and proudly hung their creations to show their friends what they had achieved.

2. Care and Development

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.

Summary

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 and parents signed these to evidence they had been made aware of information relating to their child.

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 to their learning journey.

3. Environment

Summary

Leaders ensure the environment is safe and clean. The indoor and outdoor play spaces are child-centred and provide 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 escorted to the portacabin by school staff and were greeted by the person in charge for the service. Doors were locked and the outdoor play area enclosed, meaning the environment was secure. Our attendance was recorded through signing the visitor book. Leaders ensured risk assessments had been updated annually and they included risks during activities and outings. Hazards were kept to a minimum, however, we noted there were no covers on the heaters which could pose a risk to children. Staff supervised children well during the day and, when outside they ensured children played safely whilst supporting them to engage in challenging and fun physical activities.

Leaders made sure the public liability insurance was current and the appropriate certificates were clearly displayed at the service. The premises was welcoming and accessible to all. Play areas were well organised and attractively decorated with children's art work. The space was large enough to allow free movement with well set out activities. The service now has sole use of the building which has meant additional space is now available to provide continuous play activities and additional wall space to display the children's work.

Leaders had provided an area for children to store their personal items. Recent changes had meant all the pegs for personal belongings were at a low level within children's reach, and they proudly showed us their personal drawers where they kept their completed work. They ensured the outdoor play space was used as often as possible and for the sole use of the children. The person in charge had plans to develop this area further by adding more climbing equipment and resources such as a mud kitchen.

Leaders offered a variety of good quality resources which kept children busy and occupied. Furniture, equipment and toys were appropriate; they were available in sufficient quantity and promoted children's development. Leaders provided a sufficient quantity of child-sized chairs and tables to allow flexible arrangements for the children to play and eat together. Books were attractively displayed and this encouraged children to read them. Storage was at a low level and all drawers were clearly labelled making access to resources within children's reach and promoting their independence.

4. Leadership and Management

Summary

Leaders sufficiently manage and have a reasonable vision for the service but improvements are required in some areas to meet requirements. Leaders have distributed questionnaires to evaluate the service. However; a report reviewing the quality of care has not been completed. Staff told us they were able to discuss any issues with leaders and they felt supported. Leaders have built positive partnerships with parents, the school and the community to ensure children's experiences are enriched.

Our findings

Leaders reviewed their policies and procedures and ensured these were implemented appropriately. Leaders ensured parents / carers had the information they required in the statement of purpose to make an informed decision about the care and services offered. They had a sound understanding of their responsibilities to promote the Welsh language and fully implemented the 'active offer'.

Leaders had not reviewed the quality of care appropriately; because they had not produced a quality of care report. Leaders had set clear expectations and staff told us they felt supported, records seen were up to date and they notify CIW of most significant events.

Leaders follow a safe recruitment policy and staff files seen contained the required information. However, the registered person's enhanced criminal record certificate had expired and this did not meet legal requirements. The registered person acknowledged this and told us she would address the matter urgently and make arrangements to present the updated certificate to CIW. Leaders usually ensure that staff are effectively deployed and children's needs were being met. However, staffing ratios were not met. When a service is registered as a full day care setting for 20 children or more there should be a supernumerary member of staff which is not included in the adult child ratios. On the afternoon of the inspection there was no supernumerary person present. Leaders had also failed to arrange for staff breaks, meaning some members of staff worked throughout the day without time away from caring for the children.

The person in charge demonstrated an eagerness and enthusiasm for continuous professional development, through attending courses and gathering knowledge to implement in day-to-day practice to improve children's experiences. We saw some evidence of staff having received basic supervision and appraisals but these were not consistent. However, staff told us they felt supported and they could approach leaders to discuss issues with confidence. We inspected children's individual records and these contained all of the required information. Leaders ensured staff recorded their own and the children's daily attendance.

Leaders had established partnerships with parents, and village school. Children were taken to visit the local school to help prepare them for when they would start attending, and they joined the school for lunch every day. Children attending the local school in the morning enjoyed coming over to the playgroup for the afternoon 'Meithrin Mwy' session. Regular fund raising events were held and have been very popular, meaning the playgroup has been able to raise money. Leaders told us they were eager to develop positive relationships with partner agencies, such as speech therapy and this commitment has had a positive impact on children's experiences. Parents receive regular feedback about the progress their children make. At the end of their time at the service, parents receive a 'treasure book' containing a wealth of examples of the work their children have completed.

Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

Leaders should consider:

- formalising supervisions and appraisals;
- making sure room heaters do not pose a risk to children being harmed if they are hot, and;
- making arrangements for staff breaks.

5. 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 Monday 30 September 2019 from 9:45am – 2:45 pm:

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 registered person, person in charge, head teacher and a parent and
- provided feedback of our findings to the registered person.

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

www.careinspectorate.wales

6. About the service

Type of care provided	Childrens Day Care Full Day Care
Registered Person	Amanda Hughes

Person in charge	Margaret Williams Zoe Williams
Registered maximum number of places	22
Age range of children	2 ½ to 4 years of age
Opening hours	Monday to Friday during term time 8.45am – 10.45am for playgroup sessions 10.45am – 12.30pm and 12.30pm – 2.30pm – Meithrin Mwy
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	3 July 2017
Dates of this inspection visit(s)	30 September 2019
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 17/12/2019