



Childcare Inspection Report on

Cylch Meithrin Talhaiarn

**Ysgol Talhaiarn
Llanfairtalhaiarn
Abergele
LL22 8SD**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

04/02/2020

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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 Talhaiarn is located in the village of Llanfair Talhaiarn in Conwy. The rural service operates during term time from the cabin on site of the local school Ysgol Llanfair Talhaiarn. The service is open Monday to Friday from 9:00am – 12.00. The service is registered to care for 30 children and receives Early Years Entitlement funding from the Local Authority for eligible three year olds and is inspected by Estyn. The registered person is Bethan Barclay and the person in charge is Fiona Nash. The service operates through the medium of Welsh and provides the Welsh language 'Active Offer'.

Summary

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

1. Overall assessment

Children are cared for well 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

Since the previous inspection:

- additional toys and resources have been purchased to give a greater variety of interesting activities for the children;
- a secure social media page has been established to increase communication with parents and carers and
- new flooring makes messy play for children easier to manage.

3. Requirements and recommendations

We made one recommendation in relation to the leadership and management of the service.

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 books, and bird food had been placed outside because the children wanted to care for the birds. Children were confident and expressed themselves well, for example we heard them talking about family events during snack time.

Children felt safe, happy and valued. They coped well with separation from their parents, settled well and showed contentment. Children confidently explored their surroundings, using the discovery tray and playing with various toys outside. Children played happily together, for example playing traffic control with the bikes.

Children interacted well with each other and the practitioners. They were learning to share with help and encouragement, for example, taking turns with playdough implements. Children showed delight to co-operate with the practitioners as they tidied toys and called the practitioners by name. They were beginning to understand the needs of others as they helped each other to put on their coats and wellingtons.

Children were active and curious learners and enjoyed a variety of experiences. They were engaged and motivated in their play and learning activities, some of which were adult led such as painting an elephant grey or playing with dolls in buggies. Children were eager to share what they had made with others as they chatted about building with bricks at snack time.

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 putting wet weather clothing on and putting their used implements in a bowl after their snack. They were learning how to go to the toilet and wash their hands. They helped themselves to toys and resources from the areas of play and were able to pour their own drinks at snack time. Children were happy to try new experiences as they felt supported and safe.

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 effective strategies to promote positive 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. Practitioners also provided healthy snacks of fruit, with milk or water to drink. Surfaces were kept 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 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, when playing outside and at snack time. Practitioners 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) 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 well, as they obtained details about the children from parents verbally and in registration forms, such as knowledge of their allergies. Practitioners promoted the development of children by planning and providing a wealth of stimulating play and learning experiences, such as, language opportunities, number and shape recognition. They effectively promoted the Welsh language, culture 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, child centred giving the children first hand experiences. The quality of toys and games are 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 was kept of all visitors ensuring there was no unauthorised access. All areas inside and outside were hazard free, for example, there were guards on all radiators, and photos showed children wearing reflective jackets when on walks in the community. Comprehensive written risk assessments and current equipment checks had been reviewed and dated recently and practitioners were aware of the contents. The premises were well maintained and leaders ensured constant improvement of the premises for the benefit of the children.

Leaders provided a child friendly, interesting and stimulating environment for children. The main playroom was compact and areas of play and learning were set out at child height for children to access easily. The outdoors was used for water and sand play with places for children to dig and plant flower and included a mud kitchen. 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 yard and grassed area. Practitioners used outdoor areas effectively to provide physical activities for the children. There were suitable facilities indoors including small toilets and washbasins for children to use them independently.

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 resources were used as children made models using junk and they regularly recycled things. Natural materials were available for children to handle and there were opportunities for children to experience plants and flowers growing.

4. Leadership and Management

Good

Summary

Leaders are experienced, knowledgeable, and strive to provide a good service. Self-evaluation is comprehensive, 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 support and resources. Partnerships with parents and the school are strong and children are learning about their community.

Our findings

Leaders, being a committed and experienced person in charge, who is supported by a registered person have a sense of purpose and expectations to promote improvement and good outcomes for children. The person in charge was efficient and as a result, we observed a happy and competent workforce. Leaders ensured legal obligations were met such as having current public liability insurance. They informed CIW of significant events, as required and the committee raised funds for purchasing additional resources. However, the person in charge was engaged with some administrative tasks which could be completed by members of the committee. Well qualified practitioners anticipated what the children needed and showed patience and kindness to all children.

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. Parents can influence the running of the service by speaking to the practitioners and by completing a written questionnaire and parents can also use the suggestions book. Children are consulted about activities in an ongoing process using written planning and daily circle times. The annual review contained information about the service including areas of good practice and plans for improvement, such as alternative ways of communicating with parents.

We observed qualified 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 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.

Relationships with parents were strong. They spoke to practitioners freely and had an opportunity to feedback their opinions in writing, and those we spoke to were very complimentary about the practitioners and the service. Secure social media is used to share information and parents' evenings are offered to discuss children's development with

parents. There are close links with the school and children have opportunities to visit the school before attending to familiarise themselves with the staff and building. 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 church, shop and post office. Visitors are used to enhance the children's knowledge such as a musician playing African drums and various animals brought in by parents.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommended that members of the committee attend some sessions and become more involved with the service. This will give the person in charge greater support.

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 04 February 2020 from 9.20 – 12.30.

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, two parents and three practitioners;
- inspected the areas used and
- reported our findings to the registered person by phone on 04 February 2020.

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 Sessional Day Care
Registered Person	Bethan Barclay
Person in charge	Fiona Nash
Registered maximum number of places	30
Age range of children	2 – 4 years
Opening hours	Monday – Friday during school term time, 9.00 – 12.00
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	15 February 2017
Dates of this inspection visit(s)	04 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 20/03/2020