



Childcare Inspection Report on

Cylch Meithrin Abergwaun

**Fishguard Leisure Centre
Fishguard
SA65 9DT**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

16/01/2020

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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 Abergwaun provides sessional care for a maximum of 24 children aged from two years. They operate from a sports hall in Fishguard Leisure Centre, Fishguard. The hours of operation are 9am to 12pm Monday to Thursday, term time only. The Cylch Meithrin is funded to provide care for three year olds and is consequently inspected by Estyn. The registered individual is Christopher Sheldon and the person in charge is Samantha Watson. The language of care is Welsh.

Summary

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

1. Overall assessment

We found that children attending Cylch Meithrin Abergwaun are happy and well settled. They are cared for by nurturing and enthusiastic staff who are committed to meeting their individual needs. The children evidently enjoy their time at the service. There is no designated outside area however, the service has use of a large sports hall. Parents are very happy with their children's progress and the service that is provided. Some improvement is needed regarding recruitment of staff and keeping the Care Inspectorate of Wales informed of changes to the service's opening times.

2. Improvements

None

3. Requirements and recommendations

We have advised the registered individual that improvements are needed in relation to suitability of workers and provision of information in order to fully meet the legal requirements. A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the service. We expect the responsible individual to take action to rectify this and it will be followed up at the next inspection.

1. Well-being

Good

Summary

Children at Cylch Meithrin Abergwaun make choices, are listened to and have good opportunities to be independent. They are happy, secure and enjoy the opportunities available to them.

Our findings

On arrival at the service children confidently chose from a range of activities such as role play, playdough, threading, building, and sand trough. The children were obviously used to the routine and played happily until circle time. Children had numerous opportunities during the session to voice their opinion and to make personal choices. Children chose how they greeted each other at the beginning of the session such as shaking hands, smiling, hugging or giving a high five. They chose what songs they wanted to sing at circle time and chose from a range of activity cards.

Children interacted positively with their peers and with staff. One child sat in a staff member's lap as they read a story in the reading corner. Children approached staff for a hug on numerous occasions during our visit before happily returning to play. They confidently showed what they had been doing to staff. For example, one child built a tall tower and excitedly called a staff member over to admire their work. Children naturally played cooperatively and took turns for example, pushing cars down a ramp. They played imaginatively with small world toys together and used their characters to ring the doorbell whilst another child used their character to open the door. Children sang happily to themselves as they played and others relaxed on a large bean bag.

Children played alone, alongside each other, in pairs and small groups. They shared resources for example, in the sand trough and whilst playing play dough. Children treated dolls kindly, reading stories to them, giving them a kiss, hugging them and feeding them. At snack time a child asked their friend, "Do you want more?" before handing their friend some apple slices. Children confidently asked their friends for help for example, they asked for help to pour milk into a cup at snack time. Their friend smiled happily as they helped.

Children explored their environment freely and confidently took toys from one area to another. They busily pushed trolleys around the room before entering the role play shop. During circle time, children happily discussed the weather, placing the correct symbols on a board. They enthusiastically joined in reciting days of the week and action songs. Children were able to count back from five and older children were able to count the number of children in attendance. Children excitedly took part in a shape sorting activity, placing their 2D shapes in the correct place. They eagerly took part in a potato printing activity that re-enforced their learning of shape names, asking for more paper to carry on printing.

Children had ample opportunities to be independent. For example upon arrival at the service children self-registered. Children washed and dried their hands independently

before snack and at any time they felt was appropriate. For example, some children washed their hands after playing with sand, painting and playdough. Children placed their chairs in a circle for circle time and around small tables for snack time. 'Helpwyr y dydd' handed out plates and cups during snack time and washed and dried the used dishes at the end of snack. All children poured their own milk or water and spread butter on their crisp bread. They took their used cup and plate to the designated washing up area. 'Helpwyr y dydd' were given the responsibility to call children's names as their parents arrived to collect their children. All children were able to independently locate their own bag.

2. Care and Development

Good

Summary

Staff are committed to providing stimulating and varied activities for children. They ensure children are safe, healthy and their individual needs are met. Staff treat children fondly and praise them regularly.

Our findings

Staff knew that safeguarding children was a high priority and had a good understanding of dealing with concerns or disclosures when given scenarios. Most staff had updated paediatric first aid training and there were clear procedures in place to deal with incidents. Staff and parents signed accident and incident logs. Staff ensured that children washed their hands before snack. Staff washed their hands, wore gloves and aprons when preparing snack. Tables were wiped with anti-bacterial spray before the children sat down for their snack. The service did not have a designated outside area but used half the large sports hall for activities such as riding balance bikes and parachute games. The children clean their teeth at the service as part of a national tooth brushing scheme.

Staff praised the children for good behaviour and responded to children who wanted a cuddle or reassurance. For example, staff said “Da iawn” when children shared resources in the sand and happily cuddled children who approached them for reassurance. They adhered to their behaviour policy as they were good role models, speaking politely and kindly to each other and the children. Staff interacted positively with the children at their own level through-out our visit. For example, they sat on bean bags in the reading corner whilst reading a story, on small chairs during a painting activity and kneeled on the floor when in the roleplay shop.

Staff implemented the principles of the foundation phase. Although there were no permanent areas, as toys and equipment had to be cleared away at the end of each session, leaders had created a reading corner and a role play shop. They used picture activity cards of the various activities available to the children and allowed the children to choose which toys and activities were brought out of the store cupboard. Staff planned activities around a theme such as shapes and planned activities such as potato printing and shape sorting. Staff used a baseline assessment when children started at the service and tracked their development in the areas of the foundation phase. Children with additional learning needs were referred to outside agencies when required, such as speech and language therapy.

3. Environment

Adequate

Summary

The environment allows children to play in a safe area with a range of opportunities and resources. The large room is set up to meet the areas of learning of the foundation phase as far as possible but does not have permanent areas. The large sports hall is divided into two to allow children to use one area for large motor skills as the service does not have a designated outside area. The service has use of the community garden.

Our findings

The door to the hall was kept locked and a visitors book actively used. Records evidenced regular risk assessments of the service, as well as visits to the community that were undertaken. Staff kept premises clean and cleared away at the end of the session. Other groups in the community also have use of the room as a leisure facility. Electrical equipment was PAT tested and cleaning equipment kept in a cupboard in the kitchen that the children had no access to. The service had a food hygiene rating of 5. Regular fire drills were undertaken. The service has a current liability insurance certificate. The firefighting equipment and heating system were serviced annually.

Leaders had used large moveable boards to divide the large sports hall in two. One half of the sports hall was used for gross motor skill activities as well as snack time. The other half of the room was set up with play areas for the children such as reading corner, role-play area, construction area and creative play. The moveable boards were decorated colourfully displaying numbers, colours and art work. Although the layout of the hall did not allow the children to independently access all the resources available to them, the staff used picture cards so that children could choose what they wanted to play. The children used the sports hall toilets that could be accessed directly from the hall. They had access to small toilets and steps to access the sinks. Nappy changing facilities was available.

The resources and equipment were of good quality and suitable for purpose. Staff had provided child sized furniture to allow children to sit at tables independently and to access toys and equipment. Resources and equipment were in good condition and clean. There was an ample amount of resources for children to choose from. Consumables such as paint, glue, glitter, tissue paper and crayons were in plentiful supply. Toys were stored in a large walk in cupboard and brought out when looking at a particular theme or if the children requested them. Multicultural books and toys were available and used when looking at a particular theme such as Diwali.

4. Leadership and Management

Adequate

Summary

Leaders create a positive ethos and have built effective partnerships with parents. Leaders recruit staff who have suitable qualifications however not all staff files are complete. They evaluate the service in order to improve. Leaders have made changes to the opening hours of the service but have not informed the Care Inspectorate Wales.

Our findings

Leaders ensure that staff fully implemented the service's policies such as the positive behaviour policy. Policies were reviewed annually and the statement of purpose was a true reflection of the service. Staff had a positive working relationship with parents who gave complimentary feedback about the service. The team of staff worked well together.

Leaders review the service annually and were in the process of producing a report. Questionnaires returned by parents were positive with comments such as, "My child is very happy at cylch due to the hard work and professionalism of the staff."

Staff Disclosure and Barring Service (DBS) checks were up to date. Staff were suitably qualified and all staff had undertaken child protection training. Most staff had paediatric first aid training and food hygiene training. Not all staff files were found to contain all documents needed with references. This was addressed immediately by leaders and references placed in the file. Basic annual appraisals and supervisions were carried out.

Parents and carers at the service spoke positively about the service and the staff. They told us they were happy with the information they received about the service prior to their children starting at the service. They felt well informed about the development of their children. The service had good links with the community, visiting the local old people's home, library, beach, fire station and shop. Fund raising events such as Zumba class, car boot sales and pie night were well supported by the parents and the local community.

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 that the leaders keep CIW up to date with changes to the service opening times.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections.

One inspector undertook a visit to the service on the 16 January 2020 lasting 3.5 hours. Feedback was given over the phone at a later date. We;

- inspected a sample of documents and policies including staff files, children's files, training records, accident logs and planning records
- observed children using the SOFI (short observational framework for inspection) tool to capture evidence of children's engagement and the care provided by staff and
- spoke to the person in charge, parents, carers, staff and registered individual.

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
Responsible Individual	Christopher Sheldon
Person in charge	Samantha Watson
Registered maximum number of places	24
Age range of children	2-5 years
Opening hours	9am-12pm Monday to Thursday
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	21 November 2017
Dates of this inspection visit(s)	16 January 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 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:	

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