



Childcare Inspection Report on

Cylch Meithrin Bwlchgyroes

**Bwlchgyroes Community Hall
Bwlchgyroes
SA35 0DP**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

12/03/2020

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Description of the service

Cych Meithrin Bwlchygroes provides sessional care for a maximum of 24 children from two to four years old. They operate from Clydey Community Hall in the village of Bwlchygroes. The hours of operation are 9am to 11.30am Monday to Friday, term time only. The registered persons are Dafydd Jones and Betty Stilwel. The person in charge is Bethan Moyse. The service is funded to provide care for three year olds and is consequently inspected by Estyn. The service offers the 'Active Offer' with regard the Welsh language.

Summary

1. Overall assessment

We found the children attending Cylch Meithrin Bwlchygroes are very happy, well settled and evidently enjoy their time here very much. They are enthused by their learning experiences and are motivated to be independent. Leaders ensure children are cared for in a safe environment with a range of interesting areas and resources to enhance their play and learning. Parents and carers are happy with their children's progress and the service provided.

2. Improvements

The registered persons have met the requirements noted in the last inspection report in relation to leadership and management and health and safety.

The outside area has been developed so children have regular outside play.

3. Requirements and recommendations

We made one recommendation in relation to health and safety. This can be found at the back of the report.

1. Well-being

Summary

Children at Cylch Meithrin Bwlchygroes are very happy, secure, settled and enjoy the wide variety of opportunities available to them. They are listened to, are able to make choices and are motivated to be independent. They interact confidently with each other and with familiar adults.

Our findings

On arrival, children confidently chose from a range of activities available to them and moved confidently from one activity to the next. For example, children played with playdough before moving to play in the sand with their friends. Children assertively asked to paint, got out the paint bottles themselves, and chose what colour paint they wanted. They called staff to look at their completed painting and smiled when they received a positive response and praise. During circle time children chose from a variety of picture cards, the songs they wanted to sing. Their faces radiated happiness as their choice of song was sung.

Children were happy and relaxed during our visit. They arrived happily and enthusiastically waved goodbye to their parents before settling down to play. They brought new toys into the service to show to the staff and other children. They were very pleased when the staff made a fuss of their new toy. Children\ chatted happily at snack time discussing family members and birthdays.

Children were kind, co-operative and well behaved. They interacted well with other children and staff members. Children happily played alongside each other or joined in with other's play as they wished. Children shared resources and toys whilst playing in the playdough. They happily handed cutters, rolling pins and scissors to one another as they played with the playdough. One child played alone in the sand trough before another child joined in the play and happily shared the containers and utensils. Children held hands during circle time and lovingly placed their arms around their friend's shoulders. Children gave staff cuddles unprompted and sat on their laps when looking at books.

Children enjoyed their play and involved staff. For example, in the role-play area children handed staff roleplay food and cups. They smiled happily when staff joined in their imaginary play and thanked them for their delicious food. Children sang happily to themselves as they pushed vehicles around the carpet and laughed heartily when their friends stopped them with a police car. They enthusiastically joined in action songs during circle time. Children jumped up and down in anticipation of going outside for a walk to see the building work going on in the building next door

Children were highly motivated to be independent. On arrival, they hung their coats and bags, washed their hands and self-registered. During the session children brushed up sand with a brush and pan, poured their own paint into pots, helped themselves to paper and

stacked chairs unprompted. They washed their hands independently before snack time and wiped the table in preparation for snack time. They found their labelled seat, buttered crackers, cut their own banana and cheese and poured their own milk or water. The helper of the day approached each child asking if they had finished their snack before collecting the used plates, cups and cutlery and placing in a washing up bowl. Children tidied up at various times and cleaned their own teeth. They placed used tissues in the correct bin and older children were able to put on their own coats and zip them up independently.

2. Care and Development

Summary

Staff consistently meet children's needs because they know them well. They are very motivated and enthusiastic in their day-to-day routine and they are committed to providing stimulating and varied activities for the children.

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. Staff had completed first aid training and clear procedures were in place to deal with any incidents. Parents and staff had signed accident and incident logs. Staff ensured children washed their hands on arrival at the service, before snack and before leaving the service. However, they used one large hand towel to dry their hands. The service promoted healthy eating by providing fruit for the children at snack time and water or milk to drink. We did not see the outside area being used as staff had planned for children to watch builders at work.

Staff praised children for good behaviour and responded to children who wanted a cuddle or reassurance. They sat down at the same level as children as they played and sat with the children at snack time. They were attentive to the children's needs, for example, noticing that one child was tired and taking them to the quiet reading corner to be comforted. Staff modelled good behaviour speaking kindly to each other and to the children throughout the session, adhering to their behaviour policy.

Staff had a good knowledge of the children in their care as they could describe the children's individual likes, dislikes, needs and abilities. They pointed out children who were best friends and enjoyed playing together. Staff gathered information about the children in their care prior to them starting at the service and used the foundation phase profile to track children's development. Activities were planned around a theme, such as 'people who help us', with input from staff and children. They followed the correct procedures in relation to children with additional needs providing extra support as needed. Staff gave parents and carers verbal feedback at the end of the session about their children's time at the service.

3. Environment

Summary

Leaders perform regular maintenance checks and ensure the environment is safe a suitable for children. The service is bright, colourful and well decorated. Children freely access a good range of toys, equipment and child sized furniture.

Our findings

Children are cared for in a safe, clean and secure building. The room was clean and tidy. Toys are cleaned regularly, and broken toys are thrown away and replaced. The door to the service was kept locked and uninvited guests were not able to enter without supervision. A visitors' book was in place and actively used to record visitors to the service. Maintenance records showed that fire and smoke alarms were tested annually as well as the heating system. Electrical appliances had been PAT tested. Staff and children performed regular fire drills and recorded each one. Comprehensive risk assessments were carried out for the indoors, outdoors and visits to the community. Risks were identified and eliminated as far as possible.

The room had been organised to provide all areas of the foundation phase with areas for the children to play in different ways such as craft area, construction area, reading corner and role-play kitchen. Toys and resources were stored within easy reach for the children. Steps were available for children to access the toilets and sink independently. The outdoor area was enclosed and had an array of play opportunities. Children had access to sand play, climbing frames, mini beasts' hotel, music area, discovery area and raised beds to grow vegetables and flowers. We did not see the children use the outdoor area as staff had planned for the children to watch builders at work.

A good range of toys and resources were available to the children such as creative materials, sensory materials, role-play toys and small world play, which were age appropriate. Children had access to cultural and equal opportunity toys which children accessed daily whilst other resources were used when looking at a particular theme or story such as Chinese New Year. The toys and resources were of good quality and of good condition. The service had recently received a grant to buy new information technology equipment.

4. Leadership and Management

Summary

Leaders have developed systems and checks to ensure the smooth running of the service and there are systems in place for reviewing the quality of care they provide. Leaders have developed good partnerships with parents and the wider community.

Our findings

The service had a detailed statement of purpose in place, which was a true reflection of the service. Policies and procedures were in place and these were reviewed regularly and implemented effectively by staff in their daily practice. For example, staff followed the methods outlined in the service's behaviour management policy throughout our visit. New policies included asthma policy, healthy living and environmental awareness policy.

Leaders reviewed the service annually and produced a report. They analysed the feedback from parents and children in each area and were eager to improve their service. Feedback from parental and children's questionnaires were very positive. For example, 'Outstanding with children, highly recommend.'

Staff files showed that all relevant documents were in place and that all necessary checks had been carried out. Staff were suitably qualified. Annual appraisals and regular supervisions were carried out on staff and training needs and targets identified for development. Staff had received additional training; mud kitchen, support for children with language and communication needs and health and safety training.

Parents and carers spoke very positively about the service. They were happy with the information received prior to their child starting at the service as well as information received about their child's progress. Parents commented that they were particularly happy that their children had settled at the service quickly and enjoyed the home school projects they were given to go with various themes. Fundraising events such as; bingo, Christmas fayre, stalls at the community show, tractor run and sponsored events are well supported by parents and the wider community.

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

The registered persons were non-compliant in relation to the following regulations relating to;

- Review of quality of care as the last report available was from 2014;
- hazards and safety as no risk assessments were available
- and employment of staff as there were no records which showed that appraisals or supervisions had been carried out with staff;

The registered persons had taken action on all above and is now compliant.

5.2 Recommendations for improvement

We recommend that children are provided with paper towels to dry their hands to avoid cross contamination.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. Feedback was given at a later date.

- One inspector undertook a visit to the service on the 12 March 2020 lasting 4 hours.
- We inspected a sample of documents and policies including staff files, children's files, training records, accident and incident logs and planning records.
- We observed children using the SOFI 2 (short observational framework for inspections) tool to capture evidence of children's engagement and the care provided by staff.
- We spoke to the person in charge, staff, parents, carers and children.

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	Dafydd Jones Betty Stilwell
Person in charge	Catrin Thomas
Registered maximum number of places	24
Age range of children	2-4 years
Opening hours	9am-11.30am Monday to Thursday
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	23 January 2017
Dates of this inspection visit(s)	12 March 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?	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 05/08/2020

No noncompliance records found in Open status.