



Childcare Inspection Report on

Cylch Meithrin Penrhosgarnedd

**Y Ganolfan
Penrhosgarnedd
Bangor
LL57 2NH**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

16/09/2019

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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 Penrhosgarnedd operates from the community centre in the village of Penrhosgarnedd, Bangor, Gwynedd. The service is registered to provide care for a maximum of 24 children under the age of 12 years. The registered person is Dawn Grimble and person in charge is Susan Rowlands. The opening hours are Monday to Friday 9:00 a.m. – 12:00 p.m. The service operates through the medium of Welsh and is working towards providing the Welsh language ‘active offer’. The service is also inspected by Estyn as it provides early education. The service also provides the Welsh Government childcare offer.

Summary

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

1. Overall assessment

Children are actively engaged in interesting activities developing their play and learning effectively. Staff have a warm and friendly approach to care giving and respond to children’s individual needs in a timely manner. The environment is clean, spacious and suitable for the needs of the children. Leaders manage the service appropriately but some areas require improvement.

2. Improvements

No significant improvements have been made since the last inspection.

3. Requirements and recommendations

We have advised the registered person that improvements are needed in relation to collating all of the required information during the recruitment process for staff and volunteers (regulation 28) 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 registered person to take action to rectify this and it will be followed up at the next inspection.

We have made recommendations in relation to fire drills, risk assessments, evaluating the service, staff supervision and reviewing policies.

1. Well-being

Good

Summary

Children are active and curious learners, developing their self-confidence through play effectively. They interact well with one another and co-operate positively with those caring for them. Children are developing their independence and self-help skills successfully.

Our findings

Children were confidently communicating their wishes and feelings. For example, a child requested they would like to paint as they did not want to join in with the tabletop game. Their request was responded to and they were provided with an easel, paper and a selection of coloured paints. This made the child feel valued and happy. Other children told us they liked to play with the green play dough and showed us how they used the different cutters to make shapes. During snack time, a child asked politely for more milk and this was given without question.

Children settled quickly to the daily routine and were familiar with certain activities, such as responding to their name during circle time. They approached staff with ease if they wanted a cuddle to be reassured or when making requests. Children were praised with positive language throughout their activities and this made them feel good about themselves.

Children interacted positively with one another and those caring for them. They were encouraged to be polite and used good manners throughout the session. We heard children saying 'diolch' (thank you) as they helped themselves to buttered toast and sliced fruit. Children respected the toys and resources and during tidying up time they co-operated well to help their friends and staff store the toys carefully.

Children were actively participating in interesting activities. For example, they eagerly showed us how they spun the wooden mirror wheel to watch the glass marbles spin inside, other children sustained concentration well as they placed different textured containers into the correct compartment and completed a transport and jungle themed wooden jigsaw. They were enthusiastic as they played the matching game with a variety of picture cards and spoke to staff about the pictures with confidence, for instance, one child spoke about 'busy bee's' making honey. A child laughed as they showed us how the wiggly toy snake made a sound as they twisted the different areas of its body. Children were curious as they explored and experimented with different resources. For example, a child enjoyed tipping, backwards and forwards, the transparent containers filled with orange and yellow liquid gel to see how the liquid moved inside and sparkled in the light. Other children had fun dressing up as fire fighters and enjoyed walking around the play area in role.

Children were excited to show us how they could wash their hands with limited support. For instance, a child showed us how they used a footstool to reach the hand washing

facilities and then rubbed their hands with liquid soap and water well. The child nominated to be 'helper for the day' was proud of their role and enjoyed helping at snack and tidying up time. Children played happily and independently. For example, we saw one child immersed in imaginary play in the home corner, placing the toy toast in the toaster and watching it pop up, another child carefully build the fences for the table top farmyard and placed the sheep in the barn.

2. Care and Development

Good

Summary

Staff have a good understanding of their roles and responsibilities in keeping children safe and healthy. They manage interactions positively and are responsive to children's individual needs. Staff organise interesting and stimulating activities to develop children's play and learning effectively.

Our findings

Staff understood and implemented the service's policies and procedures well. They were confident about the correct procedures to follow in relation to child protection matters and their safeguarding training was up to date. Their first aid training was current and suitable for the age ranges of children being cared for. However, staff had not checked all equipment in the first aid box was in date. Staff encouraged children to wash their hands before snack and after using the toilet, developing children's understanding of effective personal hygiene practices effectively.

Staff made sure parents were informed about accidents and incidents through consistent recording and these were signed by both staff member and parent. Staff told us they had conducted regular fire drills but not all of these had been recorded to ascertain whether they had been undertaken at appropriate intervals. Staff supervised children well during their indoor and outdoor activities and promoted outdoor play positively by encouraging children to be active in the fresh air.

Staff had a warm and friendly approach to care giving and managed interactions positively. When children became unsettled or presented unwanted interactions staff used distraction strategies and techniques well, in line with their positive behaviour management policy. Staff communicated effectively and praised children for their efforts with positive language.

Staff organised interesting and stimulating activities for children. During circle time they offered all children an opportunity to participate, for instance, by choosing the correct day and date sticker to place on the daily chart and finding the correct picture to describe the weather. Staff developed children's language skills through singing a variety of action songs and repeating words carefully during story time. They encouraged children to practice their numerical skills well through counting how many playdough balls they had made. The naming of colours and developing children's eye and hand co-ordination was practiced effectively by participating in a large floor painting. For example, staff encouraged children to carefully paint allocated sections of the multi-coloured elephant while looking at the picture in the story book. Staff were making observations and recording children's progress and using this to inform their planning appropriately. They implemented the principles from the foundation phase curriculum positively, enhancing children's play experiences.

3. Environment

Good

Summary

The indoor environment is secure, clean and well maintained. The outdoor areas are spacious for children to develop their physical skills positively. Leaders make sure there are good quality, age appropriate furniture, toys and resources for children to develop their play and learning well.

Our findings

On entrance to the service we signed the visitors book to record our attendance and the person in charge secured the door. Risk assessments were in place but only included basic information about the identified potential hazards to children and what measures were in place to manage those risks. There was a lack of information with regard to both the indoor and outdoor environments, activities and outings. Leaders had ensured the public liability insurance was current.

The layout and design of the environment promoted children's independence effectively, enabling them to freely explore their play area to make choices. Leaders had ensured children's artwork and themed displays were attractively displayed and there was a designated area for children to store their personal items, which created a sense of belonging. The environment was welcoming and there was sufficient space and facilities to meet the needs of children. Toilets were clean and hand-washing facilities were easily accessible. The rear outdoor play area was currently out of use owing to arrangements with the community centre to cut the grass. Leaders made sure the front play area was available to ensure children benefitted from playing outside in the fresh air.

Leaders were well-organised and had planned the learning areas effectively to encourage children to develop their play and learning positively. For example, they were raising children's awareness of the world around them through celebrating different cultural festivals, creating displays and storytelling. There were plentiful resources to encourage children to practice using their senses. However, there was a lack of re-cycled commercial products to help children enhance their play in the home corner and some of the storage boxes were over filled, making it difficult for children to find specific props or toys.

Books were displayed attractively and there was a comfortable resting corner made from soft colourful mats and cushions to offer children a place to rest and for some quiet time to read. Leaders ensured children had access to appropriate sized furniture. Toys and equipment were of good condition and quality.

4. Leadership and Management

Adequate

Summary

Leaders manage the service appropriately but some improvements are required. There is a system to evaluate the service but the report reviewing the quality of care requires drawing on the comments and views of all those using the service to highlight what works well and what requires improving. Leaders do not always follow the correct recruitment procedures to ensure volunteer's suitability. They make sure partnerships with parents and outside agencies are positive.

Our findings

Leaders had a good understanding of their responsibilities to promote the Welsh language and are working towards providing the 'active offer'. They maintain and share an up to date statement of purpose capturing a true reflection of what is offered at the service. Policies and procedures were in place and these were implemented appropriately, but the date of the latest review was not consistently recorded. The safeguarding policy did not include the contact details for the local authority's relevant point of contact, if staff required advice or needed to make a safeguarding referral.

There is an adequate system to collate the views of all those using the service, but leaders are not using this information effectively to find out if what they are doing meets the needs of the children using the service. Leaders are not reflecting on what they are doing well and what requires changing to benefit children in future.

Leaders recorded children's and staff's daily attendance in line with requirements. They had made sure that staff, volunteers and themselves had a current enhanced criminal record certificate. However, not all of the required information had been collated in the volunteer's file to ascertain their suitability. Staff told us the supervision arrangements are informal and there was no record of whether they have regular and appropriate supervision to be able to discuss their own welfare, practice, safeguarding matters and professional training development. Appraisals had been undertaken and these were recorded.

We inspected three children's personal records and found these contained most of the required information apart from a record of when children will be attending. Leaders confirmed that owing to the start of term, most parents / carers were unsure about what days their children will attend and this will be confirmed and recorded later on in the term.

We spoke to a parent who told us staff were 'very supportive' and they felt their child was progressing well in the short time they had attended. Leaders showed us cards and

messages from parents thanking them for their kindness. They had actively organised an informative notice board and open days to show and engage parents / carers about what happens at Cylch Meithrin Penrhosgarnedd. Leaders have positive partnerships with the local authority contact teacher and with other local childcare provisions to help improve experiences for children.

5. 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:

- Recording all fire drills undertaken and the outcome suitably;
- improving the way the report on the quality of care is written by drawing on the comments and views of children, parents and staff to identify what the service does well and what requires improvement to secure outcomes for children in the future;
- including more detail in the risk assessments, making sure the possible hazards on the premises (indoors and outdoors), when participating in activities or outings have been identified and what measures are in place to manage those risks;
- formalising one-to-one supervision and
- recording the date on which policies are reviewed.

6. How we undertook this inspection

This was a full-unannounced inspection as part of our schedule of inspections. One inspector visited the service on Monday 16 September 2019 from 9:05 a.m. – 2:15 p.m.:

We:

- Inspected a sample of documentation, policies, one staff file, one volunteer file and three children's personal 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 and one parent and
- provided feedback to the registered person, person in charge and staff member.

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
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	Sessional Day Care
Registered Person	Dawn Grimble
Person in charge	Susan Rowlands
Registered maximum number of places	24
Age range of children	Under 12 years
Opening hours	Monday to Friday: 9:00 am – 12:00 pm
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	18 March 2016
Dates of this inspection visit(s)	16 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, which is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service.
Additional Information:	

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