



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Cylch Meithrin Myrddin

**Yr Atom
16-18 King Street
Carmarthen
SA31 1BN**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Cylch Meithrin Myrddin provides sessional day care for a maximum of 10 children, 2-3 years old. The service operates from yr Atom, a Welsh community centre in the heart of Carmarthen, between 9:00am and 11:30am, Monday to Friday, during term time. The service re-located to their new premises and were registered by CSSIW in May 2017. The service is provided through the medium of Welsh. The registered person for the service is Dr Llinos Williams and the person in charge is Enfys Spires.

Summary of our findings

1. Overall assessment

Children who attend Cylch Meithrin Myrddin are cared for by warm and genuine staff who offer a good range of play and learning opportunities in an environment that generally meets their needs. The children are very happy and evidently enjoy their time here. Staff ensure that the premises are safe and secure. Children have access to a good range of good quality resources. Parents are highly complimentary of the service.

2. Improvements

Since registering, staff have worked hard to create a child friendly environment.

3. Requirements and recommendations

We recommended that leaders:

- Update the statement of purpose;
- formalise the supervision process and
- provide more opportunities to further develop the children's independence skills.

1. Well-being

Summary

Children at Cylch Meithrin Myrddin are listened to and are able to make choices. They are happy, secure, settled and enjoy the opportunities available to them. They express themselves and are confident that non-verbal clues are recognised and acted upon. They interact confidently with each other and with adults.

Our findings

1.1 To what extent do children have a voice?

Children at Cylch Meithrin Myrddin have choice, are listened to and communicate with each other and adults who care for them.

Children enjoyed themselves completing Christmas craft activities. We saw that children were given choices, for example, one child wanted to colour all of her angels green and another child wanted to colour her angels in pink and both were allowed to do so. One child wanted to use a different sized paint brush and was allowed use it. Children asked for more food and drink, and they were able have more. One child did not want to participate in the craft activities and was able to play with toys of his choice.

Children at this service have a strong voice.

1.2 To what extent do children feel safe, happy and valued?

Children at this service are well settled, cope with separation and are happy and relaxed.

Children were happy with our presence, approached us confidently to involve us in their play and activities, and happily played with toys in our company. Children played together and were developing good relationships, looking at a book together and playing with dolls. Children confidently asked for help with tasks such as looking for jigsaw pieces and tying laces. After working hard to complete a Christmas tree, a child was given a high five by a member staff and the child smiled proudly when he was greeted with a “hip, hip, hwre”. One child smiled proudly as she was praised for her gluing efforts and replied in a very relaxed manner saying “fi wedi blino nawr”.

Children are very settled, happy and relaxed at this service.

1.3 How well do children interact?

Children interact in a positive and polite manner with their peers and carers.

Children were relaxed and well mannered and said ‘diolch’ without being prompted. One child arrived late and walked through the door beaming as friends greeted with joy. Children were well behaved during our visit. Children interacted well together, for example, when

one was appointed to call the register and took on the role of a teacher, all other children listened attentively and responded very well. During snack time, children conversed with staff as they all sat to eat their food and spoke about what they had eaten for breakfast. Children interacted well with us as they placed aeroplanes in the sky on a map and boats in the sea.

Children interact very well with others.

1.4 To what extent do children enjoy their play and learning?

Children are engaged, interested and excited in their play. They sustain interest in activities and are evidently familiar with structured play and free time.

Children were engaged for the duration of the inspection visit. We observed children enjoying adult-led activities and free play, such as playing with cars, aeroplanes, dolls and jigsaws, water play and a shape matching activity. We observed children laughing and having fun, for example, children imagined that they were shopping in a supermarket whilst others enjoyed caring for dolls. Children were self-motivated and fully absorbed in their chosen free play, for example, two children sat beside each other on a small sofa and were immersed in the books they looked at together.

Children enjoy good play and learning experiences and experience a sense of achievement.

1.5 How well do children develop, learn and become independent?

Children have opportunities to develop and they are learning to become independent.

Children took part in different play and learning experiences throughout the day and we saw examples of their work, for example, calendars, stars and angels. Children had a good variety of experiences including freely chosen, unstructured and self-directed play that enabled them to gain a good range of skills, to become independent and follow their own interests and promote all-round development. We saw photographs of children using three cups with different markings to measure small, medium and large quantities. Children had good table manners and all fed themselves independently and tidily. Most children cleared the tables. Children's snack of bread, cheese and fruit was prepared for them and placed on the table. Some children offered to help staff clean the table after snack and after a focussed task, some children removed their aprons independently and went to wash their hands without being prompted. One child had coloured a picture of a sun and whilst cutting it out, the scissors slipped and the child said "s'dim ots, ma fe'n debyg i'r lleuad". Children clapped their names to rhythm and some noticed the difference between names with two and three syllables.

Staff promote children's play, learning and development well.

2. Care and Development

Summary

The staff are an asset to this service. They are highly motivated and enthusiastic and are very good practitioners. They know the children very well and work consistently as a team to support children to reach their full potential and to keep them safe and healthy. They are very caring and nurturing and respond sensitively to children's individual needs, whilst encouraging them to become independent.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff fully understand and implement safety policies and procedures.

Staff were aware of their duties and responsibilities to report concerns in relation to safeguarding and had recently updated the statement of purpose to include up-to-date contact details and had a policy on the Prevent Duty. There was also a child protection flow chart on the wall including the relevant contact details. Staff provided healthy snacks such as fruit and crackers. Staff took responsibility for knowing children's allergies and kept clear records of these allergies and displayed them in the kitchen. Although there was no provision for outdoor play due to the location of the centre, staff were very mindful of providing children with physical activities and were seen with photographs of children using balance beams and during our visit children had the opportunity to throw bean bags into hoops from a distance. Staff promoted good hygiene procedures, for example, they ensured that children washed their hands before eating and provided liquid soap and hand towels. We also saw staff wiping tables after use.

The child minder promotes children's health and well being successfully.

2.2 How well do practitioners manage interactions?

Staff are very good role models. They interact positively and enthusiastically with the children, are consistent in their approaches and consider the children's level of understanding and stage of development when managing interactions.

Staff interacted well with children from the moment they arrived and greeted children with a song, personalised to the individual child. Staff were very good role models and were calm and patient with the children in their care. Staff demonstrated a good understanding of age appropriate positive behaviour management methods. They set a good example by always speaking calmly and politely to each child. Staff used every opportunity to praise positive behaviour such as helping tidy up and sharing and they celebrated these achievements. We heard lots of praise and encouragement such as 'excellent', 'well done' and 'good sharing'. Staff engaged with children in an interesting and enthusiastic manner which captured their attention, for example, a story was brought to life with props during story time

and when singing a nursery rhyme, Dacw Mam yn Dwad, a member of staff dressed up and brought the song to life with actions.

Staff manage behaviour consistently and efficiently.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

Staff know, understand and meet children's individual needs.

Staff knew the children in their care well through regular observation of their preferences and skills development and through regular communication with parents. Staff used every opportunity to develop children's skills, for example, staff used nappy-changing and hand-washing as an opportunity to sing and talk with the children and sat around the table to eat food with them and asked open questions to the children. Staff introduced robust and appropriate Welsh vocabulary to the children and they were very effective in providing the active offer of the Welsh language to children. Children had opportunities to participate in the county sports day and had been very successful. All parents who returned the questionnaires were extremely complimentary about the staff at the nursery, saying that they provided a very high standard of care and ensured that children develop as individuals.

Staff are dedicated and enthusiastic in promoting children's play, learning and development and meet children's needs well.

3. Environment

Summary

Staff ensure that the premises are safe, clean and suitable for the children. They have access to an indoor area that provides stimulating play opportunities. There is no provision for an outdoor area but staff ensure that they provide safe, physical activities indoors. Children have access to a good range of toys, resources and equipment to enhance their overall development.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Children are cared for in a safe, clean and secure environment. Leaders identify and, so far as possible, eliminate risks to children's safety.

The room was clean, tidy and well maintained. After children had been playing with sand, we saw a member of staff brushing the sand from the floor and told children to be careful as she didn't want them to fall. Upon arrival, a member of staff came to collect parents and their children from the foyer and led them down to the room. A visitors' book was in place and was actively used to record any visitor's presence. The Food Standards Agency had rated the kitchen area with a level four in terms of hygiene standards. Children and staff regularly performed fire drills. Staff had ensured that the emergency cord in the toilet was out of reach for children.

Leaders are proactive in ensuring that the environment is safe for children.

3.2 How well do leaders ensure the suitability of the environment?

Despite restrictions, leaders ensure they do their utmost to provide a welcoming and well maintained environment. Children have access to furniture, equipment, toys and materials that are appropriate and suitable for their needs.

The Cylch had full use of a room within the Atom community centre at the heart of Carmarthen town. Despite restrictions regarding the use of walls, staff had ensured that they were able to work around the restrictions and decorate the room in a child friendly manner. Staff had ensured that children had access to toys that suited their age and interests. We saw for example, children playing with cars, aeroplanes, dolls, building bricks and jigsaws. There was a good amount of resources for the children to choose from. The tables and chairs in each room were suited to the age of the children. Leaders had ensured that there was a good supply of necessary resources in order for staff to meet the children's needs promptly, such as tissues and nappy-changing resources.

Leaders ensure that there are good quality resources and equipment available to the children and staff.

3.3 How well do leaders ensure the quality of resources and equipment?

Staff provide a good range of toys and resources, which are of good quality.

Staff ensured that children had access to furniture, equipment and toys that were appropriate for their ages, needs and development. We found that the toys were clean and in a good condition. There were plenty of materials available for craft activities and children had access to a range of items such as books, puzzles, educational items, play people and animals, soft toys, vehicles and sensory play items.

The child minder provides a fulfilling range of toys, resources and materials.

4. Leadership and Management

Summary

The leadership at the Cylch is effective. The service has very long-standing members of staff who enjoy their roles. The service has good partnerships with parents and with the local community.

Our findings

4.1 How effective is leadership?

The registered person oversees the management of the nursery and, alongside the person in charge, creates a clear vision for the service ensuring that effective policies are in place.

The standard of record keeping was good, and policies and procedures had recently been updated and reviewed, and staff were very familiar with them. We viewed a sample of children's record forms and parental contracts and found them to be in line with regulations. Leaders have a sense of purpose that promotes and sustains improvement and good outcomes for children. There was a clear and comprehensive statement of purpose in place although it needed updating slightly.

Leadership is effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders and staff know their service well and work together and with parents to improve provision

The service had relocated to the new premises in May 2017 and during the transitional period staff had been adapting practices in order to ensure that they make good use of the facilities available to ensure that they met children's needs. The person in charge was aware of the need to complete a quality of care review and report by the end of the first year from registration and had started preparing. We saw a sample of parent questionnaires and all were very positive.

Self-evaluation is developing.

4.3 How effective is the management of practitioners, staff and other resources?

Staff were very happy at the service and worked extremely well as a team.

Staff working at the playgroup are qualified and very experienced. We viewed staff files and found that the necessary information was in place and there was also a file held on a casual member of staff, in line with regulations. We found that staffing ratios were upheld on all occasions and the person in charge had an effective system in place to allocate places. The person in charge was aware of the regulation relating to annual supervisions and there were plans in place for conducting those meetings at the end of the first year since re-registration. However, formal regular supervisions had not been held but we were

informed that staff discussions and planning discussions were held very regularly in an informal capacity.

The management of practitioners and staff is effective.

4.4 How effective are partnerships?

Leaders provide parents with relevant information about the care of their children.

We saw that the person in charge had collected detailed information from parents about the children such as preferences, routines, position in the family and comforters/favourite toys before they attended the nursery and she was available on-site to talk to parents. Leaders ensured that parents were kept fully informed in a variety of ways, through speaking with them directly, in letters, through social media and by displaying information in the foyer of the nursery. Parents told us that their children loved attending and all parents either agreed or strongly agreed with all statements in the parental questionnaires. Fundraising events had been held including a wine tasting evening and photography sessions. All parents who returned the questionnaires unanimously strongly agreed with all questions asked. The Cylch also supported the local community, for example, children sang in the town centre to raise money before Christmas and they held their Christmas concert and Christmas party at local chapels. Staff welcome visitors into the service to enhance the children's experiences, for example, a local minister had visited and a camera crew had also visited. Children also had link books which included examples of the child's work and observation notes and we were told by staff that parents appreciated the books as keepsakes.

Leaders and staff have formed successful and effective partnerships.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

This was the first inspection since registration.

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

We recommended that leaders:

- Update the statement of purpose;
- formalise the supervision process and
- provide more opportunities to further develop the children's independence skills.

6. How we undertook this inspection

This was an unannounced full inspection undertaken as part of our normal schedule of inspection. One inspector carried out one visit on 30 November 2017 for a total of four and a half hours. We gave feedback on 4 December 2017 lasting one hour twenty minutes.

During the visit:

- we observed the children and the care they received by staff;
- we spoke to children, staff and parents;
- we received 4 questionnaires from parents and also staff questionnaires;
- we completed the Short Observational Framework for Inspection (SOFI) 2 tool in order to capture evidence of the children's engagement and the care being provided by staff;
- we looked at a wide range of records including the statement of purpose, quality of care review report, staff files, children's files, accident logs and risk assessments and
- we viewed the premises.

Further information about what we do can be found on our website www.cssiw.org.uk

7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Llinos Williams
Person in charge	Enfys Spiers
Registered maximum number of places	10
Age range of children	2-3 years old
Opening hours	09:00-11:30 Monday-Friday
Operating Language of the service	Welsh
Date of previous CSSIW inspection	Post-registration
Dates of this inspection visit(s)	30 November 2017
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
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:	