



Inspection Report

Cylch Meithrin Llanddaged

**Ysgol Gynradd Llanddaged
Llanddaged
Llanrwst
LL26 0BJ**



Date Inspection Completed

22/11/2022

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About Cylch Meithrin Llanddoged

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Gareth Davies
Registered places	16
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	The service provides the Welsh Language 'Active Offer'. It anticipates, identifies and meets the Welsh language and cultural needs of people who use or may use the service.

<u>Well-being</u>	Good
<u>Care and Development</u>	Adequate
<u>Environment</u>	Good
<u>Leadership and Management</u>	Adequate

For further information on ratings, please see the end of this report

Summary

Children are happy, settled and confident to share their opinion. They interact positively with their friends and the staff caring for them. The children enjoy the activities available to them and can make choices as to how to spend their time.

The staff are aware of most of their responsibilities in respect of keeping children safe and healthy. They know the children well and talk to them in a warm and friendly manner. They engage well with the children and praise them for their achievements effectively. The staff plan interesting and engaging experiences that promote and support the children's development.

The premises and the environment are welcoming and safe for the children. The toys and resources are of good quality and provide opportunities for the children to learn and develop their skills.

Those responsible for running the setting are committed to ensuring that the service is managed efficiently. However, some improvements need to be made in respect of leadership and management of the setting.

Children are happy and settled. They are active and curious learners and develop their independence well.

The children are confident communicators and enjoy chatting with staff and friends. For example, one child talked about an occasion when they had been feeding the birds in the field and during snack time the children chatted enthusiastically about the types of food they liked and disliked the most. The children were confident to approach us to talk about what they liked doing in the setting. For example, a child came to show us toys from the building corner and was eager to tell us how they were going to use the toys.

The children are familiar with the daily routine. For example, on arriving in the morning, they immediately went to put their coats and bags away in a dedicated corner and before snack time they knew that they had to go and wash their hands. They feel comfortable in approaching the staff to ask for help or to be comforted. For example, a child asked if they could make a picture and was helped immediately by the staff to go and fetch paper and materials.

The children share resources and play well amongst themselves. They are happy to speak to the staff about what they are doing and are keen to include them in their play. For example, some of the children set about creating a den and they were keen for the staff to join in the activity. By working together and with the help of the staff, the children succeeded in creating a den with a blanket and pegs and they had a lot of fun playing with a torch in the darkness they had created.

The children are given a good range of experiences to develop, learn and nurture their independence skills. For example, there is a daily practice of selecting a child to be today's helper. This child enjoyed and took pride in counting how many of their friends were in the Cylch Meithrin and laying the table with plates and mugs for snack time. Children are encouraged to do things for themselves, such as tidying up at the end of activities, washing their hands and putting on their coats. They are provided with opportunities to spend time outdoors and enjoy regular walks to a local park and to a local farm to fetch eggs.

The staff are enthusiastic and respond to the children's requirements well, on the whole. A lovely relationship has developed between them. The staff praise the children constantly for their efforts and celebrate their achievements.

The staff understand their responsibilities in respect of keeping children safe. They know the correct procedures to follow should they have a safeguarding concern about a child and they have completed the latest child protection training. They have an appropriate first aid certificate which allows them to give emergency first aid if necessary. They keep an appropriate record of accidents, with parents signing this record. Regular fire drills are conducted and the results are recorded.

The staff promote healthy habits well, on the whole. They provide the children with opportunities to develop their physical skills by encouraging them to play outside in the fresh air and ensure that there are interesting opportunities to do this regularly. The staff ensure that the children are given healthy snacks and drinks. However, there was no provision for the children to help themselves to water as they wished and the children had to wait until snack time to get a drink even though they had asked for a drink earlier in the morning. The staff ensure that the children wash their hands with soap and water which helps to develop the personal hygiene skills in positive manner.

The staff have developed a positive relationship with the children. They promote positive interactions successfully and treats the children with respect. They know the children well and is aware of their preferences. For example, there were many conversations between the staff and the children about their families and interests. The staff have positive skills and strategies to deal with unwanted behaviour and we saw them successfully distract the children and redirect their attention without any fuss on when necessary.

The staff organise a range of interesting activities to support the children's development through play and learning in a positive manner. However, no record of their development is completed. The staff share information with parents about their children's development through private messages and discussions at the end of the day and through a closed paged on social media.

Those responsible for running the setting provide a comfortable, clean and safe environment where the children can play and learning appropriately. They complete general risk assessments identifying the possible dangers to children and what measures are in place to manage these risks. However, they do not always clearly reflect the setting nor the activities in which the children participate.

Those responsible for running the setting provide a clean and safe environment. There is a suitable system in place to control access to the building and visitors are asked to record their presence. Daily registers record children and staff presence. Regular maintenance checks for the building and equipment are arranged by the school, which is responsible for the building. General risk assessments are completed. However, there is no direct risk assessment for trips outside the setting. Public liability insurance cover is up to date.

Those responsible for running the setting provide the children with a comfortable and welcoming environment, with furniture, toys and resources suitable to their age and development. The layout of the play promotes the children's independence and allows them to move around freely and make choices to pursue their own interests. A number of examples of the children's work are displayed on the walls which create a sense of belonging. All areas are properly maintained and are welcoming to the children. The children have access to two outdoor areas. They play in the school yard as well as a dedicated area on the field where they have the opportunity to develop their imagination and explore natural materials by playing in a tent, feeding the birds and gardening.

Those responsible for running the setting ensure good well-being outcomes for the children. They have appropriate knowledge about their regulatory responsibilities. However, some areas need developing in order to comply with the regulations.

The setting's statement of purpose contains all the necessary information, which means that parents can make an informed decision as to the setting's suitability to meet their needs and those of their children. The setting's policies contain all the required information and are reviewed regularly. However, those responsible for running the setting do not always deal with complaints in accordance with the setting's policies, as they do not keep records of meetings nor actions taken in response to complaints.

Those responsible for running the setting collect feedback from parents and children. Comments by parents and children have been collected and included in the quality review report to show what the setting is doing well and what improvements could be made in the future. For example, there is a plan in place to buy more resources for the outdoor area.

The DBS checks of those responsible for running the setting and the staff who work there are up to date and they have completed the latest relevant training. Children's files contain the necessary information.

Staff files contain the correct information, but there was no file for a new member of staff on the day of the inspection. However, following the inspection visit, we have received confirmation that a file containing the correct information has now been created for this member of staff.

The staff have not received formal supervision, which means that have not been provided with a specific opportunity to reflect upon their practice, receive feedback and guidance nor identify areas for personal development. An area for improvement in respect of this issue has been presented. There are arrangements in place to conduct annual appraisals before the end of the year.

Those responsible for running the setting engage well with the community and the primary school. We spoke to parents who said that they were very happy with the care provided and are able to discuss any issues with staff. The service provides the Welsh Language 'Active Offer'.

Recommendations for compliance with the National Minimum Standards

Add R1. R2 etc and the required wording manually These are not regulations but national minimum standards.

A1 Ensure that fresh water is always available to the children.

A2 Keep accurate records of any meetings held in response to complaints, in accordance with the setting's policy.

A3 Draft risk assessments that reflect the premises and the activities in which the children participate.

Summary of non-compliance	
Status	What each one means
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status

29	There were no records of staff having received any supervision meetings with leaders, and staff confirmed that they had not received any supervision.	New
	Statement of Purpose: leaders have not ensured all the required information is included in the statement of purpose to ensure parents have all the information they need to make an informed choice about the child care service they require.	Achieved
	Suitability of Workers: leaders have not ensured they have all the required information to ascertain the suitability of some staff.	Achieved

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.

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