



Inspection Report

Cylch Meithrin Arberth

**Bloomfield Community Centre
Redstone Road
Narberth
SA67 7ES**



Date Inspection Completed

07/02/2023



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About Cylch Meithrin Arberth

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Denise Mathias
Registered places	24
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 an 'Active Offer' of the Welsh language. 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>	Excellent
<u>Environment</u>	Good
<u>Leadership and Management</u>	Excellent

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

Summary

Children are very happy and completely settled at the setting. They communicate confidently as their wishes and needs are fully considered. Children are given wide-ranging and exciting opportunities to make choices and decisions about what affects them. They develop their independence and skills successfully.

Staff understand the service's policies fully and implement them consistently. They take excellent steps to promote healthy lifestyles, physical activities, safety and the children's

personal well-being. All members of staff at the service complete regular training and are given wide-ranging opportunities to attend current courses in order to enhance children's individual development and learning experiences.

People who run the service ensure that the environment is very secure. They complete effective risk assessments and review these along with other regulatory requirements annually. The environment provides secure areas where children can develop skills and enjoy stimulating experiences.

People who run the service provide an excellent learning environment. They ensure children have access to secure and stimulating areas, high quality resources and staff who are trained continuously. They have strong partnerships with the centre where the service is located, as well as with local schools, where reliable local transportation is in place and works efficiently. Parents and staff praise the service and leadership highly.

Well-being

Good

Children communicate confidently as their wishes and needs are considered fully. They are given wide-ranging and exciting opportunities to make choices and decisions about what affects them. We saw strong examples of children choosing their play, choosing their activities, and choosing whether to play indoors or outdoors. During snack time, children are given opportunities to choose from a variety of healthy foods. They clearly enjoy time to sit together, without any pressure from others to finish quickly.

Children feel safe and very happy. They cope very well with being separated due to the carefully considered transition periods that are implemented effectively. We saw children settling and although some children felt unsure at times, they were supported warmly. For example, during snack time, children who had settled expressed an interest in the staff's ID badges, and also turned to us to study our badges and photos. Children approach the care staff for hugs as they wish, or are happy to be with other children.

Interaction between the children themselves and with staff is very consistent, and nearly all children communicate happily and enthusiastically. Children have a strong sense of belonging and form close relationships, and they are very familiar with the daily routines. For example, we saw children chatting and interacting happily throughout the visit, whilst moving from one play area to the next.

Children are very energetic when playing with others and are sensitive to the needs of others. For example, we saw children supporting a young child who was settling by offering a seat and helping by the loose parts table. Children are given considerable freedom to explore the indoor and outdoor environment safely. They are fully immersed in their activities and show respect towards property and towards each other on a consistent basis.

Children show excellent self-motivation to prompt their own play and influence child-led activities. For example, we saw a group of children in the home area, preparing a cup of tea and offering cakes and pizza. Children are given excellent opportunities to develop creatively and experiment with resources, and we saw children enjoying the opportunity to work together and observe each other when making hearts for Valentine's Day. Children are given very good opportunities for their age/development stage, and the setting is planned carefully and purposefully. Specific areas include a variety of resources without being excessive. The outdoor area provides all manner of landscapes and very good opportunities for children to play on hard paths and on grass, whilst enjoying excellent opportunities to develop their physical and problem-solving skills. Children are very independent and can do things for themselves confidently, for example, they enjoy washing and drying their own hands.

Care and Development

Excellent

All staff at the setting have a very good understanding of policies and implement them consistently. They take excellent steps to promote healthy lifestyles, physical activities, safety and the children's personal well-being. Staff manage risks continuously and effectively, and are very aware of their own safety and the children's safety. Safeguarding is prioritised and all staff at the setting have a thorough and accurate understanding of their responsibilities to protect children. They are very confident they are part of a team that cooperates carefully to ensure that children's health and safety are a priority. All staff at the setting understand and implement robust cleaning and hygiene practices. For example, by wiping tables following activities and before snack time. When providing healthy snacks, we saw staff wearing gloves and reminding children of the importance of washing their hands before eating. They keep a comprehensive file of information regarding Additional Learning Needs (ALN) and the person in charge of ALN and all staff are very aware of children's requirements in relation to ALN legislation. The setting has a clear and effective arrangement where staff share responsibilities such as preparing snacks, setting up activities and completing daily risk assessments as well as seeing when this is required and supporting others when necessary.

All members of staff at the setting interact with children in a warm and caring manner, and there is clear evidence that children are very comfortable with their carers. Staff consider children's feelings at all times and acknowledge and appreciate their responses greatly. For example, as part of a circle time activity, staff showed interest and warmth when children explained why they felt happy, tired or sad. Staff are good role models and communicate clearly and confidently with children. We heard excellent examples of staff providing support, "*Ti ishe sychu trwyn – beth am sychu trwyn. Da iawn ti*" (*You need to wipe your nose – how about you wipe your nose. Well done you*). When preparing for activities, staff explain and show resources, before encouraging children to choose and enjoy a variety of tables such as loose parts, play dough, crafts or blocks on the mat. When moving around with the children, staff communicate using clear Welsh. For example, "*sawl pítsa sydd fan hyn? Pa liw yw hwn? Oh diolch – da iawn*" (*How many pizzas are here? What colour is this? Oh thank you – well done*). All staff are supportive and give children time, space and freedom to choose where they feel most comfortable.

Everyone gives the planning process detailed attention and staff are fully aware of children's individual development and plan for the next steps when reviewing progress consistently. Staff support children to walk to the toilets and then encourage them to use the facilities independently and praise them as they accomplish the tasks successfully.

They chat to the children in a way that encourages positive attitudes towards learning, such as perseverance and accomplishment. Staff attend courses regularly in order to continue to

introduce new and innovative ideas. As a result, staff ensure children are given continuous opportunities to develop their ideas and voices. They also listen intently to the children's opinions, offer feedback and ask open-ended questions in order to promote children's play, learning and development.

Environment

Good

People who run the service provide a clean, welcoming, warm and safe environment. The setting provides a good level of security and is locked at all times. Children are given the freedom to move independently indoors, as well as within the outdoor area which is enclosed with a secure fence. The door from the main play area leads directly to the outdoor play area which enables children to choose where to play freely. People who run the service have very comprehensive measures and policies in place and all members of staff are aware of their responsibilities to ensure children's safety and welfare. They maintain detailed and purposeful risk assessments as well as fire risk assessments where the service's practice, procedures and resources are reviewed regularly. For example, we saw evidence of a range of safety certificates and tests. People who run the service are organised and maintain a specific file for transport arrangements. Records are correct and consider all risks as well as excellent practice. They ensure that the ratio of staff to children is correct and that staff supervise children very well. For example, we saw the visitor book, the children's register and the staff log. A clear arrangement is in place for ensuring children's safety. Children have to leave the main play area to use the nearby toilets and we saw that effective arrangements are in place which safeguard children as they move from one area to the next.

People who run the service ensure that the indoor and outdoor areas are safe and secure, welcoming, friendly and provide a rich environment for play and learning. Both the main indoor area and the outdoor area promote children's independence as the resources and provision are available to them and kept within reach of all children. They provide high quality resources in order to engage children's interest. For example, there are units full of resources such as magnets, a track and mat for cars, a corner full of soft seating and cushions where children can spend time on tablets or looking at books. People who run the service have effective arrangements for storing resources and provision in the outdoor area. Paths lead children to areas with grass and trees so they can experience different surfaces and inclines.

We saw high-quality outdoor resources such as building blocks, flags, magnifying glasses, planters and a mud kitchen. Staff also told us about other opportunities to enjoy physical experiences. They visit the centre's recreational hall every week where children are offered a different environment. For example, activities such as creating circuits with resources and making the most of the space and security to develop children's skills further. The indoor environment also provides spaces to store confidential paperwork. The centre's kitchen, which is exclusively used by the setting during hours of service, provides a clean area to prepare snacks and drinks. Children who stay for the lunchtime club bring their own packed lunches. The setting's room for storing paperwork is also used to store all resources which are moved at the end of the morning session efficiently and effectively. By ensuring the storeroom is well-organised, they rotate their resources on a daily basis and we saw a variety of high-quality resources being set out. For example, wooden resources, loose parts, small pieces of colourful wood to be sorted. The indoor area is set up to a high standard every morning. The entrance to the centre includes an area which can be used privately to speak to parents or visitors, as well as the outdoor area where parents collect their children from the rear gate at the back entrance to the garden.

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Leadership and Management

Excellent

People who run the service are experienced and have a clear vision for the future. They share this with staff and parents by providing clear policies and a statement of purpose which reflect the service. Policies are reviewed annually and there is a comprehensive file of current and appropriate policies. Additionally, there is a file of policies which are under consideration for further reviews. People who run the service comply with all relevant regulations and go above and beyond the National Minimum Standards. They are very well informed about their regulatory responsibilities and are well organised in reviewing policies, certificates, information and records. For example, we saw minutes from weekly planning meetings, where they discuss children's interests, purposeful activities and preparations in order to ensure resources are in place for activities. People who run the service ensure staff training is part of a continuous process for further development. They ensure that everyone's training experiences are shared with the team and they also rotate training to ensure all members of staff attend courses and share information during staff meetings.

This is an excellent ongoing process. People who run the service provide clear, obvious and highly effective examples of current best practice which is relevant to the children in their care. They have an excellent understanding of their responsibilities to promote the Welsh language and the service promotes Welsh culture, with a team of staff who understands the importance of promoting the language. Staff are supportive and we heard clear examples of providing support and accurate language modelling.

People who run the service have met the targets of the last quality of care report. They gather feedback annually from children, parents and external officers and invest in the service by setting new targets and clear aims. They work as a team, sharing, discussing and considering all aspects to improve for the future. The vision for development is ongoing, excellent and purposeful. People who run the service are also part of a language immersion scheme and we saw current targets on a notice board and a comprehensive file of presentations. The service has won a number of awards recognising high standards and continues to work to raise standards further.

People who run the service and all staff have worked together for years and collaborate closely and very effectively. They are aware of their own strengths which leads to high standards and a professional ethos. Their joint experiences are apparent and their mutual respect for one another is clear to see. People who run the service have strong links with a variety of service users, families and professionals. They are an integral part of the centre where the service is located, and also have strong partnerships with county officers. They run a safe and effective transport service by using the centre's service. Parents praise the service highly and say that they are very happy with the setting. They are grateful for the ongoing support and praise the friendly staff who know the children very well. Parents appreciate the clear communication which is effectively shared by the service via an app. Staff said they loved working at the setting and enjoyed each other's company. Staff said they appreciate the supportive leadership style and the flexible team of staff. For example, when arranging planning meetings, they ensure all members of staff can attend.

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.

There are no recommendations.

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
N/A	No non-compliance of this type was identified at this inspection.	N/A

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.

