



Inspection Report

Cywion Cile

**Cywion Cile
Ysgol Gymunedol Ffwrnes
Llanelli
SA15 4DD**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

08/02/2022

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About Cywion Cile

Type of care provided	Children's Day Care Full Day Care
Registered Person	Michelle Howell
Registered places	18
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	30 November 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	Yes. 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.

Summary

Children are very confident in their communication with each other and with care staff, and are developing strong relationships, as they know they will be listened to. They love expressing their enjoyment in what they do. Children choose to participate in activities that result in a good feeling and demonstrate good skills in independence.

Care staff understand and follow policies and procedures to promote healthy lifestyles, safety and personal well-being. Care staff encourage children to express themselves very well and interact very positively with the children. They plan and assess in detail in order to meet the educational needs and interests of the children.

People who run the nursery have very effective measures in place to ensure everyone understands their responsibilities in keeping children safe. The environment is in good condition indoors and outdoors. They provide a good range of resources that motivate all ages and stages of development in order to nurture the child's developmental skills.

The people who run the nursery ensure they comply with all the relevant regulations and meet national standards. They have a strong vision for the future. There are robust induction procedures in place for care staff. Partnerships are positive.

Well-being

Children communicate very confidently and their needs are fully considered. Children make choices about which colour plate they want their snack on and where they would like to play. Children voice their opinions confidently in meeting their personal needs, such as going to the toilet and wiping their noses. They feel comfortable and confident to tell care staff when they don't want to join in the singing and this is respected.

Children love expressing their enjoyment in what they are doing. They have a strong sense of belonging to the nursery. Children naturally put their arms out for a cuddle with the care staff when they are greeted. Children confidently involve us in their play as well as share their concerns about who was collecting them today and what time they are coming. Young children express their enjoyment in choosing to play in the kitchen area and choosing different foods to cook.

Children are sensitive to the needs and feelings of others. They offer part of their chair to another child who is a little upset, and wrap their arms around each other as they sit together. Children use very good manners, and respond with "*yes please*" and "*no thank you*" when offered snack or asked to join in the singing.

Children choose to take part in activities, resulting in excitement and a good feeling of achievement. For example, children played with colanders and pipe cleaners to encourage fine motor skills threading through the holes. The activity quickly turned to using them as hats and then as drums and cymbals, whilst the children shrieked in excitement at their new discoveries for the equipment. Children are engaged in their play for a reasonable time, singing to themselves as they concentrate on the task. Children are keen and proud to show care staff what they are doing.

Children are developing good independence skills by doing things for themselves, whilst some make attempts with support. For example, zipping up their coats. Many children successfully use a knife to spread the butter on their toast. Children help move the chairs back to the tables after circle time, ready for snack. Children confidently recognise the first letter of their names at circle time. They collect small sorting teddies and count them in coloured groups, naming each colour in Welsh and English. Children use the toilet and wash their hands independently.

Care and Development

Care staff mostly follow effective procedures to ensure health and safety. They ensure that every child has washed their hands before eating and wear personal protective equipment (PPE) when assisting the children at meal times. Care staff follow correct procedures for changing nappies, ensuring that surfaces are clean, using PPE and washing their hands after each nappy change. Children's lunchboxes are kept on a table in the foyer, by the outside door. Since the inspection, people who run the setting have arranged for them to be stored in a cool, dark room away from direct sunlight. Almost all staff in the setting have current paediatric first aid, food hygiene and safeguarding training certificates, and some are awaiting to attend courses. Care staff demonstrate considerable understanding of the policies and procedures for safeguarding children when discussing possible scenarios. Care staff understand and implement safety procedures and safety checks are completed carefully before children go out to the outdoor area. They keep relevant accident, incident and medication logs and are signed appropriately.

Care staff are genuinely caring towards the children. They praise the children for being polite and thank children who ask about another child who was upset "*thank you for caring, that's so kind of you*" They set a good example and are good role models. They encourage children to say please and thank you when they receive food and resources, and praise children when they respond with good manners. Care staff show sensitivity towards children when they have been hurt, offering cuddles and comfort. They interact positively and show warmth and kindness to the children. They reassure children who are new to the setting, offering one to one support.

Care staff fully promote the children's home language on a daily basis. They encourage children to express themselves well and ask them about their favourite play activity. Care staff have a sound understanding and knowledge of the development and needs of the children and know their children extremely well. People who run the setting ensure it is fully inclusive and support all care staff to be trained and have good understanding of children with additional needs. Detailed planning and assessment is provided to meet the needs and interests of the children, and individual targets are set for the development of individual children as a result.

Environment

People who run the setting have effective measures in place to ensure everyone understands their responsibilities in relation to the safety and well-being of children. There is a security system in place on the external doors to prevent public access and visitors sign in at the main school entrance as well as at the setting. People who run the setting undertake general and comprehensive risk assessments documenting and reviewing them regularly. They also record and update fire risk assessments and maintenance records.

The environment is in a good condition indoors and outdoors. The toilets and changing facilities are accessible and clean, providing the appropriate privacy and dignity to the children. The furniture and equipment are suitable for all ages and stages of development and there is sufficient room for children to socialise and move around effectively.

People who run the setting are effective at organising the resources and toys. They provide stimulating resources for all ages and stages of development in order to promote and nurture personal and social skills, language skills and mathematical skills through sensory play, imaginative and creative play, small world activities, physical play and role-play. The outside area includes a small, dedicated area for the setting children, as well as use of the school yard, play gym and woodland area. However, access is limited to when it is not being used by schoolchildren. Children's work is celebrated within the setting with colourful and various displays based on seasonal themes and themes that promote language and literacy. Resources and equipment are labelled at child height to enable them to choose when playing freely.

Leadership and Management

The people running the setting have an exceptional vision for the nursery that they communicate effectively to their care staff creating a very positive ethos. They lead in a way that ensures the nursery achieves extremely high standards and delivers quality care and development opportunities for children. They have all the required documents and records needed to run the setting, which they review and update regularly. Overall, the documentation is thorough and comprehensive although the statement of purpose does not accurately reflect the service offered since the pandemic. During the inspection, the people who run the setting have updated the document.

The people who run the setting consistently reflect on and evaluate the nursery and their practice. They are very approachable and open to ideas for improvement. The people who run the setting carry out a quality of care review each year that takes account of the views of parents. Although they do not include children's views, children are actively involved in planning and giving their views and opinions about what they want.

The people running the setting support care staff extremely well. They carry out regular supervision and appraisal meetings and plan for staff development. For example, they are supporting some staff to study for higher childcare qualifications. They also hold regular staff meetings to exchange information and ideas. All the care staff we spoke to said they are very happy working here and feel very well supported by approachable managers. The people who run the setting follow robust recruitment procedures

The people running the setting have excellent partnerships with parents. They keep parents informed of their children's progress verbally, through tracking documents and via an electronic reporting system. This enables them and care staff to communicate easily with parents on a day-to-day basis and keep them informed of what their child has been doing in real time. All the parents we spoke to are extremely happy at the setting and told us that they cannot praise the nursery enough.

Recommendations to meet with the National Minimum Standards

R1 To include children's views in the quality of care review.

Summary of Non-Compliance

Status	What each 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	N/A

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