



## Inspection Report

**Cylch Meithrin Rhyd y Llan**

**Llanfaethlu  
Holyhead  
LL65 4PQ**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date Inspection Completed**

15/11/2023

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## About Cylch Meithrin Rhyd y Llan

Type of care provided	Children's Day Care Full Day Care
Registered Person	Gwen Williams
Registered places	19
Language of the service	Both
Previous Care Inspectorate Wales inspection	19 January 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	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.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Good</b>

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

## **Summary**

Children are happy, settled and make choices about how to spend their time. They feel safe and confident in the setting as they have developed positive relationships with the staff and are forming friendships with each other. Children enjoy the activities available to them and they concentrate well on tasks.

Staff understand their responsibilities about keeping children safe and healthy. They know the children well and speak with them in a warm and friendly manner. Staff manage interactions positively and encourage good manners. They plan a variety of stimulating play experiences for the children to help them develop good social skills. However, on occasion children spend some time waiting after meal times when they could be taking part in quieter activities to promote more positive interactions.

People who run the setting ensure all the areas used by the children are safe and welcoming. Toys and resources are of good quality and provide plenty of opportunities for the children to learn and develop their skills. People who run the setting ensure children have plenty of opportunities to learn about the world around them by providing a wealth of natural and recycled materials and real-life objects.

People who run the setting manage the service effectively. They ensure staff receive appropriate training to support children and their individual needs. They ensure safe recruitment checks are in place in order to safeguard children. People who run the setting endeavour to provide a high-quality service to children and their families.

Children are happy, settled and enjoy their time at the setting. They move freely around the play areas and available activities leading and directing their own play throughout the day. Children have formed close bonds with staff and feel confident to approach them for reassurance when they need it, knowing that this will be provided promptly and without question. Children feel valued as staff respect all attempts at communication and listen intently to what children have to say. For example, children are eager to share their stories at circle time or point out things that interest them during their play, smiling as staff show great enthusiasm in what they have to say.

Children clearly feel secure in their surroundings. They are confident to approach visitors to talk about what they are doing. They are confident to express their wants and needs to staff, knowing that their wishes will be respected. For example, when one child asked for water to wet the sand so they could make a sandcastle staff quickly helped them fill a bucket with water and helped them wet the sand. Nearly all children are eager to share their achievements and involve staff in their play as they know they will respond with enthusiasm. For example, one child asked a staff member to come to play with the dolls and staff responded enthusiastically, chatting together about what the baby might need on a trip to the beach.

Nearly all children interact well together and are beginning to form friendships with other children. For example, children worked together to create a track and bridge for the toy cars using the wooden track parts. They chatted animatedly and instructed each other as they played and took turns to push their cars across. They also enjoyed building houses together with the construction blocks, taking turns to place blocks on the structure and chatting about which blocks could go where.

Nearly all children are highly motivated to explore their environment and enjoy taking part in the activities on offer. For example, a group of children enjoyed reading books and exploring the sensory toys in the outdoor play house. They are engaged and concentrate well with the activities, taking turns to explore each toy. Another group of children enjoyed playing in the construction area. They wore the high vis jackets and hard hats as they instructed each other on which tools they would need to fix different toys. Lots of laughter, cheering and happy chatter could be heard during these activities as children excitedly show staff and their friends what they are doing.

All children are encouraged and supported to do things for themselves. They complete self-care tasks independently, with support provided if needed. All children lead and direct their play and choose resources as they wish, this is because toys and activities are set out in a way that enables children to access them easily and independently.

## Care and Development

Good

Staff are confident with regards to their duties to safeguard children; they have all received training on safeguarding children. Staff we spoke with were very confident in the correct steps to follow should they have a concern about a child. Staff ensure that children know how to exit the premises quickly and safely if required by completing regular fire drills. These practices are well documented on a dedicated log. All staff have current paediatric first aid certificates and any accidents or incidents that do occur are recorded effectively and shared with parents.

Staff encourage healthy lifestyles by providing plenty of opportunities for physical activity and for children to spend time outdoors in the fresh air. Good hygiene is promoted, with staff encouraging and supporting all children to wash their hands as needed. A range of healthy snacks are available for children and efficient systems are in place to ensure staff are aware of children's individual dietary requirements.

Staff speak to children with warmth and affection. They provide comfort and reassurance when children need it and treat them with respect. They encourage positive interactions using highly positive and effective strategies, giving clear instructions whilst explaining to children when their behaviour was not appropriate. For example, when children did not want to share toys, staff clearly stated that everybody was allowed to use the toys and supported children to find ways of asking politely for a turn. Staff modelled positive interactions throughout the day, with plenty of praise given for good behaviour, completing activities, and trying new things.

Staff know the children well and are able to respond to their individual needs effectively. Comprehensive details about children's preferences and individual needs are sought prior to them starting and this information is used to plan a variety of stimulating activities and experiences for children. However, there were times where no activities were in place to entertain children who had finished their food and were waiting for the others to finish. This resulted in some children beginning to display negative behaviour due to becoming bored and under stimulated during these periods. Staff conduct regular observations on children, and these are kept in the children's individual learning records. Staff have effective systems in place for communicating with parents, keeping them well informed about their child's time at the setting.

## Environment

Good

People who run the setting prioritise children's safety and ensure staff follow procedures effectively to safeguard children. For example, staff ask visitors to sign the visitors book on arrival and they ensure the premises, including the outdoor areas are safe and secure. This prevents any unauthorised access to the premises. Staff keep an accurate register of children's attendance, including the times of arrival and departure of each child. People who run the setting have comprehensive written risk assessments in place. These outline any potential risks to the children's safety and the action taken to manage or eliminate these risks. These are reviewed regularly and any actions required are completed promptly, ensuring all potential hazards are monitored and managed effectively.

People who run the setting ensure that all the areas used by the children are spacious, well-maintained and welcoming. The playroom is well organised and attractively decorated in neutral colours and using natural materials where possible. For example, there is an emphasis on using wooden toys, natural materials for construction, real objects in the role play areas and wicker baskets for toy storage. Toys and resources are well organised in boxes and are stored at low level so children can choose from them independently. The outdoor play area provides a wide range of opportunities for the children to explore and play to develop their imagination and understanding of the world around them. For example, water play areas, climbing apparatus, loose parts, mud kitchens and a construction area containing rocks and gravel.

People who run the setting provide a good range of toys and resources which are in good condition and are appropriate to the children's ages and stages of development. They are well-maintained and cleaned regularly. Accurate records are in place of when toys and resources are cleaned. Furniture and resources are well thought out and are suitably sized according to the ages of the children who will use them. The toilets have suitable facilities, with low sinks and toilets to promote the children's independence.

## Leadership and Management

Good

People who run the setting share a clear vision for the setting with staff and have a good range of policies and procedures in place, which contribute effectively to the smooth running of the setting. They review these policies regularly, ensuring they are up to date and contain all the required information. People who run the setting ensure the statement of purpose provides a clear and accurate description of the service offered. This enables parents to make an informed decision about whether or not the setting meets theirs and their child's needs.

People who run the setting have robust arrangements for identifying strengths and areas for improvements. They regularly seek feedback verbally from parents as well as through sending feedback questionnaires to parents and staff. Feedback is also sought from children by talking to them and conducting daily observations. People who run the setting then create a report in response to the feedback received, identifying any improvements made to date and those planned for the future.

People who run the setting ensure that staff have regular training and support to fulfil their roles effectively and enable them to support children's individual needs. Staff files are comprehensive and include all the required information, demonstrating that safe recruitment checks are in place. Staff told us that they can go to the registered person or person in charge at any time to discuss any problems or training needs. Records of supervision meetings and annual evaluations are kept in the staff's individual files. People who run the setting ensure they continually meet the required numbers of suitably qualified staff to care for children safely.

People who run the setting share information with parents effectively. They keep evidence on file of the information collated from the parents about their children's specific needs, as well as their likes and dislikes. They regularly send parents information via an online application, including photographs and children's achievements. Parents we spoke with were very complimentary about the setting, stating staff were friendly and approachable and the setting was very flexible and supportive to their individual needs.



### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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
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N/A	No non-compliance of this type was identified at this inspection	N/A
29	No evidence of supervision	Achieved

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Plan quieter activities to stimulate children during transition periods to prevent them from having to wait for extended periods and becoming bored.

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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**Date Published** 10/01/2024