



## Inspection Report

**Cylch Meithrin Dyffryn Cledlyn**

**Ysgol Dyffryn Cledlyn  
Drefach  
Llanybydder  
SA40 9SX**

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

**This report is also available in Welsh**



**Date Inspection Completed**

24/11/2021

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## About Cylch Meithrin Dyffryn Cledlyn

Type of care provided	Children's Day Care Full Day Care
Registered Person	Carol Davies
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	2 May 2018
Is this a Flying Start service?	No
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.

<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 confident, happy and enjoy their time at Cylch Meithrin Dyffryn Cledlyn. They have a lovely sense of belonging and develop positive relationships and friendships. Children are given good choices and make effective decisions about what they want to do. Children's interactions are warm, and they express enthusiasm and enjoyment in their activities. They feel settled and safe, forming strong bonds of affection with care staff.

Care staff understand and implement policies and procedures to keep children safe. They are well qualified and are kind towards children, providing positive interactions to ensure they feel valued and happy. Care staff fully meet the needs of the children.

The children receive care in a safe, clean and secure environment. Care staff have identified and as far as possible eliminated unnecessary risks to children. There is sufficient space and facilities for children to play and learn. The environment promotes children's independence and is well maintained and decorated.

People who run the setting manage a well-organised service. They ensure care staff actively attend training and have development opportunities. They manage recruitment processes well. People who run the setting organise care staff and follow their policies and procedures well in order to meet the needs of children. Partnerships are very good. Welsh is the main language used and the service provides the Welsh Language 'active offer'.

## Well-being

Good

Children are happy, express enthusiasm and enjoy their time at the setting. Children arrived from another class confidently and eager to start their afternoon. Children are highly motivated to make decisions and choose how they spend their time. They move around the available activities and play areas freely and they follow their own interests. Children feel valued, they are eager and confident to share their ideas, answer questions and talk to care staff. They know that their feelings are taken into account as they enjoy chatting with care staff about their home lives and involving them in their play.

Children have a sense of security, they are familiar with the routine even with the added cleaning and hygiene practices linked to Covid-19. For example, they know that a certain song indicates it is time to tidy up. Children have strong bonds of affection with care staff and enjoy sitting close to them as well as on their lap during activity time. They feel comfortable asking care staff for reassurance or comfort when needed. Children have started to make friends, they chat together during lunchtime and during play; sharing lots of smiles and laughter as they do so.

Children listen well and are happy to help with tasks and follow instructions. For example, they enjoyed painting a picture of Elmer the Elephant in preparation for a special Elmer day. Children are learning how to manage their behaviour, are confident to co-operate and take turns and share. For example, we saw children taking turns when playing with the doll's house and putting the furniture inside.

Children enjoy their play and have fun taking part in activities. Children concentrate on tasks and show interest in what they are doing. For instance, some children concentrated well when listening to the story while others chose to sing songs together, joining in with the words and actions.

Children learn to do things for themselves as staff support them. They are encouraged to decide for themselves what activities to take part in and how to complete a task. For example, they decide for themselves where they would like to play and they choose from the resources available, as they are all stored within their reach. Children are able to access and return their belongings independently to their own labelled storage box during snack time.

## Care and Development

Good

Care staff understand their roles and follow the correct procedures to ensure children are safe and healthy. They have completed safeguarding training and those we spoke with could tell us the correct procedures to follow if they had a concern about a child. A sufficient number of care staff have also completed paediatric first aid training. They record any accidents or incidents appropriately and share these electronically with parents. People who run the setting also perform regular fire drills to ensure children and care staff know how to exit the premises quickly and safely in an emergency.

Care staff promote healthy eating and hydration. They encourage parents to send in healthy snacks and lunches for their children and they ensure children have access to their drink bottles throughout the day. They encourage children to wash their hands as and when they need to and follow appropriate hygiene procedures when handling food. Care staff regularly plan opportunities for children to spend time outdoors; the setting was recently awarded a grant to develop the outdoor area.

Care staff have positive relationships with children; they speak with them in a kind and calm manner and provide comfort and reassurance when children need it. Care staff understand the behaviour policy and implement behaviour management strategies when needed. They deal with any arguments or inappropriate behaviour positively. For example, we saw care staff consistently praise children when they behaved well and they re-directed children to another activity if there were any minor disagreements. Care staff modelled good manners throughout the session and gave lots of praise when children did so too.

Experienced and qualified staff care for children effectively and meet their individual needs well. Care staff know the children well and are familiar with their likes and dislikes. They gather comprehensive information about children's individual care, personal and medical needs before they begin attending which helps them to plan effectively. The person in charge ensures detailed activity plans are in place, which include a good variety of tasks to develop children's skills. A closed social media page has been created to share photographs of the children taking part in activities, as well as other important information. Care staff promote children's Welsh language development through a variety of songs with gestures and story time. Care staff work together very well to meet the needs of children effectively.

## Environment

Good

People who run the setting prioritise children's safety and ensure staff follow procedures to keep children safe. They have comprehensive written risk assessments in place, which outline any potential hazards to children's safety and how these are managed. People who run the setting have also written a dedicated risk assessment and policy outlining the additional procedures that are in place to prevent the potential spread of Covid-19. Indoor areas were safe and secure.

All areas used by the children are open and welcoming. There is plenty of space for them to explore. Staff celebrate children's work by displaying their crafts and paintings around the setting, which provides the children with a sense of belonging. People who run the setting have arranged the playroom into learning areas providing children with a range of interesting activities. Toys and resources are stored at low level so children can access them independently. Furniture such as low-level tables and chairs suit the children's ages. The outdoor play areas offer some opportunities for children to develop their imagination, including a mud kitchen, slide, play house and ride on toys.

The setting is suitable for children's play and learning experiences, and care staff make good use of these areas, offering a variety of experiences. The environment is light, bright and airy. The windows and rear door are open to ensure sufficient ventilation. Care staff respect the privacy and dignity of children, and toileting facilities are available outside the designated play environment, where children are able to develop their independence, supervised by care staff. Play and learning areas have sufficient resources to ensure care staff can offer stimulating and exciting activities for the children. For example, children have access to a small world area, blocks, doll's house, reading area, iPad, cameras, wooden vehicles, musical instruments, wooden blocks, puzzles, garage and vehicles to name a few.

There is a wide variety of resources, toys and books, which are suitable, clean and in good condition, enabling staff to prepare activities confidently. However, due to covid-19 the setting is currently storing most of these away from the children's level in order to monitor the toy rotation and cleaning schedule of the toys. Care staff currently ensure that they place some of the toys and resources at children's height at the beginning of each session and the children can help themselves to these items. The people who run the setting also provide plenty of multicultural and Welsh resources to enable children to learn more about the world they live in.

## **Leadership and Management**

**Good**

People running this setting have made adaptations to their service to ensure compliance with Covid-19 regulations and protective measures guidance. People who run the setting ensure

care staff are aware of their responsibilities. They share their vision for the setting with care staff effectively and ensure they follow the service's policies and procedures. Policies are reviewed regularly in order to ensure they are kept up to date. The setting's statement of purpose contains all the required information; meaning parents can make an informed decision about whether the setting can meet theirs and their child's needs.

People who run the setting are keen to ensure they are continually developing and improving the service they offer. They regularly seek feedback verbally from parents as well as through sending questionnaires to parents, care staff and other professionals who regularly visit. Children's views are also sought by talking to them and during daily observations, for example by watching which resources children prefer and those they do not use. The quality of care report includes what improvements they have already made and those that are planned in response to the feedback received.

People who run the setting ensure care staff receive regular training and support in order to carry out their roles effectively. All staff members had a current Disclosure and Barring Service (DBS); showing safe recruitment checks are in place. We saw written records showing that annual appraisals and regular care staff supervision sessions have taken place. However, care staff have not completed training in relation to the prevent radicalisation duty that deals with recognising and combating radicalisation.

Children's files contain information to ensure the most appropriate care for them, including parents' contracts and permissions. We saw evidence of information gathered from parents detailing children's specific needs, likes and dislikes. People who run the setting share information with parents effectively. Feedback from parents was very complimentary of the care their children receive. They told us they have positive relationships with care staff, who share information regularly. Parents also stated that care staff are approachable if they want to discuss any issues with them.

### **Recommendations to meet with the National Minimum Standards**

R1. Ensure staff complete the prevent radicalisation duty training





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

	inspection	
29	No staff supervisions	Achieved
28 (2) (a) [i] Sch1.09	Staff files incomplete	Achieved

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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