



Inspection Report

Cylch Meithrin Ifor Bach

**Ysgol Ifor Bach
Windsor Way
Abertridwr
Caerphilly
CF83 4AB**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

06/12/2023

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About Cylch Meithrin Ifor Bach

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Ifor Bach
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	19 September 2019
Is this a Flying Start service?	Yes
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.

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

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

Summary

Children are happy, settled and have worthwhile and consistently successful experiences at the setting. They make valuable choices about activities they engage in and can follow ideas and interests when appropriate. They have consistently good relationships with staff and interact with them confidently. Children make valuable progress in their learning and development and their social and independence skills.

Staff keep children safe and consistently implement the setting's policies and procedures. Interactions between staff and children are valuable and warm and all staff skilfully support children's needs. Staff plan termly themes including a worthwhile range of topical activities. The children's interests sometimes lead these topics and ideas. Staff keep useful records of children's progress and development.

The indoor environment is welcoming and appropriately resourced. Staff follow clear and beneficial infection control procedures. The indoor environment throughout is clean, safe, and suitable. Risk assessments are in place and ensure that all possible risks are considered. The setting has a range of good quality toys and resources indoors. The outdoor area is adequate and needs to be developed further to enhance the provision and experiences offered for the children.

Leadership and management of the service is appropriate. The staff team work well together. At the beginning of the inspection, there was not a Registered Individual in place. During the inspection process, this has been addressed fully. Parents speak highly of the setting, the opportunities, and the care their children receive.

Nearly all children arrive positively at the setting and cope well with separation from their carers. Children who are unsettled are comforted by their keyworker and taken aside to distract them with appropriate activities. Children have formed positive attachments with staff, which are beneficial to their well-being. Although the setting has a key worker system in place, children are aware that staff respond effectively to their needs, and they approach all with ease. For example, children seek out staff when they are tired or upset and are consistently comforted.

Children effectively play and co-operate during all activities. Nearly all children have built positive friendships with each other. For example, children work together to build a wooden railway, share pieces of track, and take turns to send trains along the track. Children positively support each other in all activities available for them. Children communicate confidently with staff and each other during circle time and activities. They show worthwhile interest and engage successfully in most experiences available to them. Nearly all children show natural curiosity and use the opportunities they receive well. For example, children engage in activities with flour, shaving foam, and glitter in the tuff tray. Children respond positively to encouragement. Examples include experiencing different textures, making shapes and letters in the flour with their fingers, and hunting for shapes hidden in the shaving foam.

Children know their requests and ideas are valued and taken into consideration, and they are free to decide which activities to take part in. For example, children were able to decide if they wanted to play on the train or any other resources available. All children's communications are valued, and they are encouraged to respond to staff questions and suggestions. For example, during circle time, the register is taken, and children expected to answer if they were present. Children are encouraged to explain what the weather was like outside before singing a simple song about the rain. Most children concentrate for an appropriate amount of time and respond positively to any encouragement from staff.

Children enjoy taking part in various physical activities. Examples include singing about running whilst running and trying to catch each other. Children were able to stop themselves when the music stopped and moved to the starting position without prompting.

Most children have limited opportunities to develop their independence skills, especially when dressing themselves for outdoors and serving themselves at snack time. Children are independent when washing their hands before and after snacks.

Care and Development

Good

Staff consistently implement the setting's policies and procedures ensuring children are kept safe and healthy. Staff thoroughly understand the setting's safeguarding procedures and report receiving regular safeguarding training. Staff effectively record accidents and incidents and analyse monthly occurrences. They ensure parents are notified of any accidents or incidents and are requested to sign all reports. Staff hold paediatric first aid qualifications, and deal with accidents appropriately. Staff follow the setting's purposeful procedures for storage and recording the safe administration of medication. For example, this includes ensuring medicines are stored in their original containers and labelled with the child's name and dosage. Last dose administered is noted on relevant documentation.

Staff have relevant food hygiene qualifications and follow thorough cleaning procedures as part of infection control processes. They prepared healthy snacks and ensured surfaces and resources are cleaned effectively before and after use. For example, staff include fresh fruit, carrot sticks with humus and pancakes. Staff encourage children to wipe and wash their hands before and after all activities and mealtimes.

Staff have worthwhile and positive relationships with children. Although a key worker system is present, children are confident to approach all staff. Staff have a kind, caring and patient manner and use appropriate strategies with the children. They model acceptable behaviour through constant and consistent contact with children. For example, staff sit with children during activities and discuss ideas and at mealtimes to model good eating habits. Staff implement purposeful behaviour management strategies in line with their policy. Children are constantly reminded of acceptable behaviour. For example, "*Kind hands*" was heard and "*Do we do that?*," and children respond positively to the boundaries in place. Staff promote physical wellbeing through opportunities to go outside and play.

Staff promote children's play, learning and development. Planned experiences include building with blocks, using shaving foam and glitter to offer experiences of textures and relevant arts and crafts activities. Staff engage positively and effectively with children and have good understanding of their needs and potential reasons for a change in behaviour. Staff regularly complete observations of children's achievements and developments. These include comments about writing and mark making, speech and behaviour. Staff have a consistently good understanding of meeting the needs of children requiring more support. Staff work closely with people from the local authority and make use of tools provided to them such as behaviour charts to support children. Staff successfully promote the Welsh language through storytelling, songs, and discussions.

The indoor and outdoor environments are safe and secure. Access to the setting is through the gated outdoor area. Visitors sign in and out of the premises on arrival and departure. The outside area is safely accessed from the setting and is surrounded by secure fencing. Purposeful risk assessments are in place which are reviewed yearly. Staff complete daily checks, which include outdoor area assessments. All required safety checks are completed by the school within the required timescales, including fire and electrical testing. However, at present copies of all the relevant information are not readily available within the setting. The premises are clean and safe throughout with staff practising consistently good hygiene procedures. The toilet and nappy changing facilities are appropriate, and staff follow guidelines to promote children's privacy and dignity.

The premises are warm and welcoming and provides a suitable environment for children to play and learn. The indoor environment is used effectively to promote learning and development. The setting provides a useful range of indoor age-appropriate toys and resources that keep children engaged. For example, books, a large dolls house, sofa, and dressing up resources. The setting uses natural and sustainable materials and furniture, and equipment is appropriate and of good quality. People running the setting are currently unable to make significant refurbishments and improvements to the indoor area. This is because there are plans to move to a new purpose-built building soon. The indoor area is large and open plan which ensures children have free access to all activities. Most resources are stored at age-appropriate levels and children can access them independently. The outdoor area is limited to a grassy area and hard surface limiting children's opportunities. Resources in the outdoor area are limited and not all are appropriate for wet weather. The outdoor area needs to be developed and resourced purposefully to enhance children's experiences.

All toys and play equipment are clean and well-maintained. Staff were observed cleaning and washing used resources during the inspection.

Leadership and management of the setting is satisfactory. People who run the setting are suitable and experienced. During the inspection, the setting did not have a Registered Individual, but this has since been rectified. Leaders now have a clear vision for the setting and expectations of staff to provide opportunities to children. The statement of purpose provides parents with information on how the setting runs. People who run the setting are not thoroughly reviewing their policies and procedures and ensuring staff sign that they have received and understand all relevant policies. There are record keeping systems in place and all expected records are up to date and in order. People who run the setting inform Care Inspectorate Wales (CIW) of events as set out in regulations, providing relevant information at the correct times. This ensures information is current, children are safeguarded, and their welfare promoted.

People who run the setting have suitable systems for the evaluation of the setting. They appropriately self-evaluate the setting and, collect feedback from parents, staff, and children. Information collected is used sufficiently within the quality-of-care report. They use this information to identify priorities for improvement and to further improve opportunities for children.

People who run the setting value their staff. They successfully ensure ample qualified and experienced staff are present to make sure children are always well cared for. Teamwork is a strength within the staff team, and they work successfully together to ensure the best outcomes for children. Thorough recruitment processes are in place to ensure all staff are qualified and suitable to work with children. During the inspection, records of regular supervisions and appraisals to support staff in their professional development and training requirements were not readily available. Since the inspection, records and examples have been offered about some supervisions and appraisals completed. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Staff told us they feel supported by management and can confidently talk and discuss any concerns with them. Regular staff meetings are held ensure effective communication to all staff.

Partnerships with parents and outside agencies are worthwhile. Staff share regular daily updates with parents at pick up time, through text messages and a regular newsletter. Daily information shared includes activities, food and any matters arising. Parents told us that the care their children receive is consistently good. People who run the setting have developed strong links with key professionals such as the local authority and the local primary schools. Regular transition meetings are held to support a change of setting for children and ensuring support for all children including those with additional learning needs.

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
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29	The registered person must ensure that all employees who look after relevant children receive appropriate training, supervision and appraisal	New
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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)
Standard 24 - Safety	Ensure that all fire testing information is available for inspection at all times
Standard 8 - Nurture and well-being	Ensure that all policies are consistently reviewed and signed and dated

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)
Enhance the outdoor provision to ensure children have effective opportunities to enhance their play and learning
Increase opportunities for children's independence especially during snack time

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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