



Inspection Report

Cylch Meithrin Ysgol Glan Morfa

**Ysgol Glan Morfa
Lewis Road
Splott
Cardiff
CF24 5EB**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

10/02/2022

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About Cylch Meithrin Ysgol Glan Morfa

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Ysgol Glan Morfa
Registered places	16
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	Post registration 11 December 2019
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

The setting is child centred and encourages children to direct their own play and learning. Children settle well, are happy and they look forward to attending. Their opinions and interests are valued. Children receive good opportunities which are stimulating and fun. They interact well with their friends and staff, and make good progress in all aspects of their learning and development.

Staff understand how to keep children safe and healthy. Staff are professional and enthusiastic about their role, and provide nurturing and responsive care. They plan for a wide and interesting variety of activities, which promote curiosity, play and learning. A key working system is currently not in place.

The service is welcoming and well resourced. Staff follow procedures to ensure the environment is safe and suitable, completing daily checks. A good variety of indoor and outdoor toys, resources and experiences promote children's all round development.

Some aspects of the leadership and management of the service need to be strengthened. People who run the setting provide support to staff but do not carry out regular formal supervision and appraisal meetings. Notifications of any changes to the running of the setting must be sent to Care Inspectorate Wales within the required timescale. Parents are complimentary of the setting and speak highly of the staff and the care their children receive.

Children choose their activities freely and understand they will receive help or support if they ask. They know what to expect during the sessions and the daily routines are familiar to them. For example, children sit down in anticipation of circle time and know when to get ready for snack time. This provides certainty to their day and helps children settle easily. They are encouraged to voice their preferences and their opinions during circle time and receive support to participate and express themselves. Children choose the stories and look forward to being the helper of the day. Children are confident and show satisfaction with the wide range of good play and learning resources available to them.

Children are happy, safe and valued. They are beginning to develop friendships in line with their age and stage of development. They link arms with friends and sing spontaneously when playing. Children have clear bonds of affection with staff who understand their needs and provide warm, consistent care. They are confident they can approach staff for reassurance as needed. One child who was upset after falling in the outside area received close attention from a member of staff who stayed with the child to provide comfort and support until the child was ready to join in with activities.

Children have good opportunities for imaginative play and enjoy sharing a range of role-play activities. Children enjoyed pretending to be dogs when playing together in the wigwam and had fun chasing each other making animal noises. They also took pleasure being creative when painting farm animals for the wall display. Children have regular exercise and fresh air and enjoy the time they spend outdoors engaged in active play. They look forward to playing outside in a well-resourced school yard and have free-flow access to this area.

Most children are developing independence skills appropriate to their age and ability. They wash their hands as needed and understand the routine of tidying when activities change. Children find their own belongings and clear away after eating. They each have their own coat peg and space to store personal belongings. Most children use the toilet facilities independently, asking for help if needed. They enjoy the sense of achievement from completing these tasks. Nearly all children understand the need to comply with the rules for socially acceptable behaviour and show kindness and respect to others.

Care and Development

No Rating Required

Staff have systems in place to keep children safe and healthy. The safeguarding policy and procedures promote the welfare of children. These were strengthened and clarified during the inspection. Staff understand their roles and responsibilities to be vigilant and understand how to deal with any concerns. Staff receive regular safeguarding training. Staff do not currently keep a record of children's existing injuries when they arrive at the setting. The setting has put in place a system to carry out regular fire drills separate from those carried out by the school. Staff record accidents and incidents in detail. The person in charge does not currently audit these records for any trends which might need to be addressed. All staff have attended paediatric first aid training and are confident to deal with minor injuries. Information relating to individual children is discussed and made accessible to all staff. Parents share any changes and records are updated accordingly. Children enjoy a healthy snack during each session. Staff do not make a record of menus.

Staff interact in a kind and caring manner with the children. They are considerate of children's individual needs and have realistic expectations of them. They are consistent in their approach and mindful of the age and stage of development of children when managing behaviour issues. Staff use soft tones to distract children who are frustrated or upset and praise children for their efforts. Staff act as positive role models and manage all interactions appropriately. Staff sit with children during table top activities and engage them in conversations. This develops positive relationships with trusted adults and promotes children's self-confidence. Staff are sensitive to their needs and experiences. Staff promote open discussion and value children's ideas about changing activities and resources.

Staff support children's learning and development and facilitate a good variety of recreational and leisure activities. Children are learning to use digital devices with ease and understand they need to share these resources. Staff are in the process of setting up children's individual progress files. We saw a great deal of evidence accumulated which has not been put into children's individual files due to time constraints. Currently there is no key worker system in operation. Staff are in the early stages of using an electronic system to share information with parents and to collect information about children's progress. Staff ensure parents are informed about their child's progress, achievements and developments. Staff use the Welsh language throughout the sessions and children are developing skill and confidence to communicate in Welsh.

Environment**No Rating Required**

People who run the service have systems and procedures in place to ensure the environment is safe and secure. The setting is located within Ysgol Gymraeg Glan Morfa in Splott, Cardiff. It has the use of one base room, a kitchen and designated toilet facilities. There is an enclosed outdoor play area specifically for the use of children attending the setting. Children also have use of the climbing frame and the large field when not in use by children attending the school. The environment is welcoming, accessible and well maintained. Staff complete daily safety checks to identify and eliminate any risks to children's safety. People who run the service take a register of children attending and record times of children's arrivals and departures each day. They ensure staff ratios are maintained at all times. There are risk assessments in place for all areas which include fire safety, Covid 19 and all children's activities. People who run the service keep records of all visitors to the setting. The school is responsible for all maintenance and ensures the servicing of utilities is up to date.

People who run the service ensure the environment is clean and safe. Staff carry out cleaning and sanitising duties as needed throughout the sessions. Staff employed by the school also clean the facilities each day. The setting is welcoming and provides light and bright areas for children to explore. There is a good range of quality resources and a rich environment for play and learning. Children are able to access all furniture and equipment easily, which supports their independence. Equipment and resources are plentiful and are appropriate for the stage of development of all the children, promoting curiosity and discovery. Children do not use the toilet facilities unattended as they are situated outside the base room on the other side of the corridor. Children do not have access to the kitchen.

There is an enclosed outdoor play area specifically for the use of children attending the setting. This area is well equipped with good resources which include musical instruments, water play and sand. Children also have use of the climbing frame and the large field when not in use by children attending the school. The main school hall is also used by children when available, if required. Facilities are new and attractive and provide a very good environment for children's play and learning.

Leadership and Management

No Rating Required

The leadership and management of the setting is adequate. People who run the setting do not always have a good understanding of the regulations and National Minimum Standards as required. A notice of change to the running of the setting was not received by CIW until the day of the inspection, rather than 28 days beforehand. The person in charge who is also the responsible individual told us she was clear about her responsibilities relating to this process during the inspection. There is a statement of purpose in place which was updated during the inspection and provides an accurate picture of how the service runs. The management committee are very involved in the running of the setting and meet regularly to provide support to the person in charge and the team.

People who run the service work hard to promote safe practices and set clear aims to meet children's needs. The staff team are enthusiastic and motivated and enjoy their work. The team is stable with few changes which provides a sense of continuity for children.

Appropriate checks to ensure all staff are suitable to work with children are carried out before they take up their post. All the required information to evidence staff suitability is in place. The person in charge is keen to employ extra staff to work with children with additional learning needs. This will also free up time for the person in charge to attend to management and organisational tasks. Staff do not receive regular, formal one to one supervision meetings which provides opportunities to reflect on their practice. All support provided is informal and not usually recorded. Staff state they feel they receive the information and support needed to carry out their roles effectively.

People who run the service are keen to continually improve the quality of the service and there is an action plan outlining work planned. This forms part of the annual quality of care report. They are receptive to receiving feedback and act upon issues which are brought to their attention without delay. There is a complaints procedure in place although no complaints have been received. Partnerships with parents are close and parents told us they are happy with the quality of the service and are confident to discuss any issues with staff. There are very good relationships with the school who work in partnership with the setting.

Recommendations to meet with the National Minimum Standards

- R1. Ensure a formal key worker system is put in place
- R2. Develop a system to record children's existing injuries
- R3. Ensure timely notifications of any changes to CIW
- R4. Ensure all staff receive formal supervision and appraisal opportunities rather than informal meetings
- R5. Record the daily snack menu.

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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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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