



## Inspection Report

**Cylch Meithrin Llechryd**

**Ysgol Gynradd Llechryd  
Llechryd  
Aberteifi  
Cardigan  
SA43 2NL**

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

**This report is also available in Welsh**



**Date Inspection Completed**

24/11/2022

**Welsh Government © Crown copyright 2022.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

## About Cylch Meithrin Llechryd

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Cylch Meithrin Llechryd
Registered places	14
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	This is the first inspection post registration
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>Adequate</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Adequate</b>

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

## **Summary**

Children are happy, comfortable, and relaxed at the setting. They have formed positive emotional attachments with their friends and with the care staff. Children develop confidence and positive self-esteem as they receive consistent care from care staff who know them well. They are forming friendships, feel secure and know who to talk to if they are unhappy or worried.

Care staff are thorough in their approach and have regard for individual children. They set realistic boundaries and are consistent in their strategies to behaviour management. Care staff are positive role models, and they provide a nurturing and caring atmosphere. They understand and meet children's individual needs and abilities.

Children are cared for in a safe, clean, and secure environment. The indoor and outside play areas are secure and welcoming. There is adequate space and facilities to meet the children's needs and provide appropriate play opportunities. Resources and equipment are well maintained and of a suitable design.

People who run the setting have a statement of purpose that provides an accurate picture of the service offered. Care staff understand and implement policies and procedures that focus on children's needs. Areas highlighted for development are listed at the end of the report.

**Well-being****Good**

Children have good opportunities to make choices and decisions and express their opinions. They communicate confidently with care staff and their peers, and their wishes, moods and needs are considered. For example, children requested more water and milk during snack time, and this was given. Children cope well with separation because consistent daily transitions recognise and support individual needs. For example, through use of song to identify key times during the day such as tidy up time.

Children are happy and have formed good relationships with care staff and their peers. They are energetic and express enthusiasm and enjoyment. They have a sense of belonging and are clearly familiar with daily routines. Children feel safe and happy. Children interact confidently and openly, and they co-operate and socialise in a friendly way. Most children understand how to take turns, wait, and share. The interaction between the children and the care staff shows that children develop good communication skills, and they go to staff for reassurance or support. Children's non-verbal attempts at communication such as pointing, and head shaking are also identified and respected.

Children are active and curious learners and take part enthusiastically in activities. They show interest and excitement in completing tasks and seeing the results. We saw children enjoy decorating the Christmas tree, waiting to take turns to place the baubles on the tree and then clapping and showing thumbs up when they had succeeded. Children laughed together when they discovered the noisy baubles. They enjoy a good variety of interesting opportunities and have the freedom to choose activities and move around the setting indoors, to complete jigsaws, to paint, to build and to play with the vehicles and tractors.

Children are supported to think about what they are doing and have good experiences of simple open and closed questions. For example, when discussing the weather during circle time the children were able to identify that it was windy and raining and that the wind would blow the leaves. Children have many opportunities to initiate their own play and to influence their tasks and activities because there is a good balance of child and adult-led activities. They happily take part in the activities the staff prepare but also choose to explore the other areas. We saw some children enjoying the craft activities placed out for them linked to the football world cup while others chose to explore. They are independent in deciding when to go to the toilet and accessing their belongings.

**Care and Development****Good**

Care staff understand and implement policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. They work sufficiently to keep children safe and healthy, encouraging healthy snacks, regular handwashing, and providing water throughout the session. They remind children about keeping safe. For instance, they regularly remind children not to run inside. Care staff implement appropriate cleaning and hygiene practices. For example, wiping down the surfaces with anti-bacterial spray.

Care staff support children to speak or express themselves well as they receive consistent interaction. They respond to children's requests and questions, explaining their answers in appropriate levels of language to ensure all children understand. Safeguarding is prioritised and most care staff have a good understanding of their responsibilities to protect children. Care staff have also completed the 'Prevent' radicalisation training.

Care staff understand the behaviour management policy and consistently implement positive behaviour management strategies. They regularly use reward charts, praise children, and use distraction techniques effectively. For example, when the children disagreed over a toy brought in from home, staff talk to the children about sharing and encourage the children to leave the toy somewhere safe. Care staff act as good role models and are consistently responsive; they listen and respect children's views. The interactions are positive, demonstrating warmth and kindness.

Care staff offer a wide range of play and learning activities appropriate to the age and development of the children in their care. They are working with the local authority to establish a planning method for the new Curriculum for Wales and how they can identify children's next steps and review progress regularly. They give suitable care and opportunities for children with additional needs and provide for them through joint working with outside agencies to further support the children and families. There are good examples of effective communication between care staff and parents / carers as children's individual requirements are considered and respected.

**Environment****Adequate**

People who run the setting have adequate measures in place to ensure that everyone is aware of their responsibilities in relation to the safety and welfare of children. The environment is safe and secure. The setting is located in a classroom within the local primary school. The space available to the setting is restricted, however, the people who run the setting manage the space available to them well. There is a record of people who visit the setting. No visitor can gain access to any part of the setting unless admitted by care staff. Care staff practise effective hygiene procedures consistently, for example, they wipe down tables before the children have food. Care staff position themselves effectively throughout the setting and monitor the children's safety well.

People who run the setting keep records of regular fire drills and these are completed alongside the system in place within the school. Satisfactory risk assessments are in place which are implemented in practice. People who run the setting ensure staff can easily access first aid kits in the indoor and outdoor areas and any hazardous substances are kept out of the reach of children. Due to the primary school completing the heating safety certificates and delays in the local authority with PAT testing certificates, these were unavailable to view. However, the people who run the setting confirmed they have been completed. The premises is well maintained and there are attractive displays celebrating the children's work.

The people who run the setting ensure the premises and any outside play areas provide adequate space for play and learning. There is sufficient space and facilities available to meet the needs of children. The outdoor space offers bikes and trikes, a playhouse and sand pit. The design of the environment ensures that children with additional learning needs can access most areas with ease. Indoors, care staff provide children with clean, age-appropriate resources that are well-maintained and stored where children can reach them easily. Furniture is age-appropriate, promotes independence and ensures that children are comfortable and safe when playing.

## **Leadership and Management**

**Adequate**

People who run the setting are committed to ongoing improvements and are eager in the management and operation of the service. There is a comprehensive statement of purpose, which reflects the current practice at the setting and allows parents to make an informed decision.

Care staff embed policies effectively in the running of the setting. People who run the setting manage staff appropriately and ensure that they are deployed in an organised way, so that they fully meet staffing ratios and children's needs. Care staff confirmed they are supported in their roles and there is an open-door policy if any issues arise. Performance management is not always effective. Not all care staff have had their supervisions or appraisals completed regularly. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

People who run the setting mostly follow thorough recruitment processes to safeguard children. They ensure most staff have up to date suitability checks. They provide a good induction procedure for new staff, and they promote ongoing training for professional development. However, some required documents were missing from staff files such as previous work history and identification checks. This was immediately rectified following the inspection and the people who run the setting have confirmed that staff files are now fully complete.

Care staff are suitably qualified and have attended mandatory training such as paediatric first aid, food hygiene and safeguarding. A completed quality of care review is in place, which considers the views of service users and identifies ways for future development. Staff present during the inspection worked well as a team, all of whom were aware of their roles and responsibilities and supported the children appropriately. People who run the setting generally keep Care Inspectorate Wales (CIW) informed about changes to the setting. However, they had not informed CIW of a change to the person in charge of the setting. This is an area for improvement, and we expect the provider to take action.

Partnerships with parents and the wider community are good. Care staff explain that they have regular discussion with parents at drop off and collection times. They also use a private social media page to share photographs. Scrap books of children's work and photographs of activities are sent home to parents when children leave the setting. There are close links with the reception class teacher at the primary school which aids children with their transition to full time education.

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



R1. Continue to seek advice and support to develop the planning and observation method of the new Curriculum for Wales.

### 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
------------	---------	--------

31	The Responsible Individual had not informed Care Inspectorate Wales of a new person in charge at the setting.	New
29	Staff do not receive an annual appraisal or regular supervision meetings. Ensure that every staff member receives regular supervision and annual appraisals.	New

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.

**Date Published** 27/01/2023