



Inspection Report

Cylch Meithrin Carmel

**Neuadd Y Pentref
Carmel
Caernarfon
LL54 7AA**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

05/11/2021

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About Cylch Meithrin Carmel

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Cylch Meithrin Carmel
Registered places	12
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	Manual Insert This is the first inspection since registration
Is this a Flying Start service?	Manual Insert
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.

<u>Well-being</u>	No rating required
<u>Care and Development</u>	No rating required
<u>Environment</u>	No rating required
<u>Leadership and Management</u>	No rating required

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

Summary

Children communicate confidently and follow their own interests. They cope well with separation from their parents / carers and are familiarising themselves appropriately with the daily routine. Children are learning to share, take turns and be kind to their friends. They are developing their independence and learning through play effectively. Staff understand most of their responsibilities to keep children safe and healthy and interactions are positive. Activities are organised well and focus on children's interests. Staff promote outdoor activities to develop children's physical skills and self-confidence well. The people running the setting manage Cylch Meithrin Carmel appropriately. They review the quality of care suitably and highlight the responsible individual's vision for the setting's future. The people running the setting are developing positive partnerships. The setting provides the Welsh language 'Active Offer' and operates through the medium of Welsh.

Well-being

Children are active and express enthusiasm and enjoyment. They have a sense of belonging, forming friendships and are familiar with routines.

Children are happy, greeting us with a wave and smile as we enter the play room. They are confident to introduce themselves and tell us their names. Children are excited, talking about the fire work displays they will be going to see with their families.

Children are valued and are confident their feelings, likes and dislikes will be taken into consideration. For example, when a child did not want to sit in a circle to listen to a story, they were provided with support from staff and an opportunity to relax and play a quieter activity.

Children interact positively with their friends and those caring for them. A child confidently tells us they enjoy coming here because they like to watch their friends making a long train. They enjoy the social occasion of meal times and chat about what sandwiches they have in their packed lunch from home. They are polite and practice good manners. Children are learning to share and take turns well. For example, during a baking activity, they were taking turns to cut up the chocolate carefully and place it in a bowl.

Children actively practice using their senses. For instance, they like putting their hands and fingers into a selection of different coloured paints to make a fire work picture. As they play, they are listening to a sound track of nature sounds such as bird song and running water. This helps to create a calm atmosphere. In preparation for Bonfire night children made chocolate toffee apples. They listen well to instructions as they concentrate on dipping and swirling their apple in the melted chocolate.

Children are fully engaged during story time and have lots of fun being able to interact through asking and answering lots of questions, moving their bodies and singing. Children are keen to learn about shapes and colours. For example, a child coloured in a picture of a rocket, by working out and naming which colour to place for each shape.

Children are developing their independence positively. For instance, a child enjoys their time in the reading corner, choosing their favourite book and showing us the pop up illustrations. Before going out to play children put on their coats. After play they go and wash their hands and show us how they place the paper towels in the bin. Children are learning to do things for themselves with positive encouragement from staff.

Care and Development

Staff have a friendly, caring approach and manage interactions positively. They consistently praise children for their efforts and celebrate their achievements.

Staff understand their role and responsibilities to keep children safe and healthy. Most staff have an appropriate understanding of safeguarding procedures and implement the policies suitably. Staff record children's attendance and their own in order to keep an accurate record of who is caring for children. First aid and safeguarding training is current and appropriate for the ages of children cared for. Staff conduct fire drills to make sure children know what to do if they have to leave the premises in the event of an emergency and the outcome is recorded.

Staff encourage children to wash their hands and this helps to develop their personal hygiene practice positively. They complete accident and incident records and these are signed by parents to evidence they are kept informed. Staff promote healthy practices, for instance, they provide drinking water for children to keep them hydrated. They organise good outdoor play activities, encouraging children to play in the fresh air to develop their physical skills.

Staff organise activities effectively and support children to develop their play and learning positively. They help children to develop their thinking skills. For example, when a child commented about the seeds inside their apple, staff gently asked the child more questions which led to an interesting discussion about planting and growing.

Staff encourage children to participate in a variety of activities to raise their awareness about where they live and the different jobs people do. They support children to learn about the world around them. For example, photographs show children holding up the runner beans they have grown, watering the tomato plants and visiting the animals in a nearby field.

Staff recognise and support children who have additional needs well. They make use of support services appropriately. They track children's progress and development suitably. Staff ensure children's preferences and interests are taken into account in order for the child's individual needs to be met.

Environment

The people running the setting provide a safe and clean environment where children can play and learn. They complete risk assessments appropriately identifying the potential hazards to children and what measures are in place to manage these risks.

Since COVID-19 they have increased the cleaning routines and follow current guidance. The people running the setting make sure clear information is available to everyone about how they will deal with emergencies. They ensure staff supervise children well.

The layout of the play room promotes children's independence, they can move around freely making choices to follow their own interests. Toys and resources are wide ranging for the ages cared for and children have access to appropriate sized furniture.

Areas of learning are well organised and there is a good selection of natural resources to develop children's sensory, language, numeracy and self-awareness skills. Toys and resources are suitable and accessible to children, this helps them to make choices about what they want to play with.

The people running the setting raise children's awareness of the natural world by providing opportunities for them to sow seeds and plant flowers. There are some multi-cultural resources to raise children's awareness of their wider society. They use re-cycled materials and household goods effectively to decorate the home corner and help develop children's imagination through role play.

The people running the setting have developed the outdoor play area giving children more opportunities to play in the fresh air. This area is attractively organised with a range of equipment for children to choose from and develop their physical and fine motor skills positively.

Leadership and Management

The people running Cylch Meithrin Carmel ensure children have good wellbeing outcomes. They have a suitable knowledge of their regulatory responsibilities.

The people running the setting have written a statement of purpose, which provides parents with information about what the setting offers but have not included the information about the arrangements to review the document and to inform CIW of changes to the setting within 28 days. Policies, procedures and risk assessments are in place but not all of these have been signed and the date of the most recent review has not been noted.

The safeguarding policy is in line with the Wales Safeguarding procedures but some relevant information has not been included, such as, who is the designated safeguarding lead for the setting. The people running the setting have an exceptional understanding of their responsibilities to promote the Welsh language. They fully meet the obligations of the Active Offer of the Welsh language.

The report reviewing the quality of care is informative and highlights improvements made and the responsible individual's vision for the setting's future. Comments from parents and children have been gathered and included in the review report to show what the setting does well and what improvements could be made. The responsible individual has not included the comments from staff and other agencies which would help the people running the setting to identify areas for further development going forward.

The people running the setting disclosure and barring checks and relevant training is up to date. However, they have not made sure parents complete all of the required information in their child's record to make sure staff can meet all of their individual needs.

The people running the setting confirm staff receive regular supervision and appraisals and their performance is recorded. Not all the required information has been gathered in the staff files to ensure a person's suitability for their role.

Comments from parents in the quality of care review report are positive. They say how grateful they are to Cylch Meithrin Carmel for remaining open for most of the time during the pandemic and have commented about the care for their children as 'exceptional'.

The people running the setting are engaging well with their community, photographs of children show them enjoying their time playing in and familiarising themselves with their local surroundings to achieve better social skills.

Recommendations to meet with the National Minimum Standards

R1: Review safeguarding procedures during supervision with staff to make sure they are all confident about the steps they would take if they had any concerns. Making sure all the required information is accessible in the safeguarding policy.

R2: To sign and make a note of the most current review date when revising policies, procedures and risk assessments.

R3: Include all comments gathered from those using the setting in the report reviewing the quality of care to aid improvements going forward.

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
28	The responsible individual is not compliant with regulation 28 because they have not gathered all of	New

	<p>the required information in the staff member's files. Two staff files were inspected and these did not contain all of the required information, for example, a recent photo, birth certificate, two written references, job description and health declaration.</p>	
30	<p>The Responsible Individual had not ensured they had gathered all of the required information from parents in regards to the children they were caring for. We inspected a child's individual record but the contact details for the medical practitioner the child is registered with had not been captured fully as there was no telephone number and full address.</p>	New

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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