



Inspection Report

Cylch Meithrin Rhaeadr

**Rhayader Church in Wales Primary School
Bryntirion
Rhayader
LD6 5LT**



Date Inspection Completed

26/09/2022

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About Cylch Meithrin Rhaeadr

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Rhaeadr
Registered places	19
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.

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

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

Summary

Children enjoy their time at Cylch Meithrin Rhaeadr. They feel safe, happy, relaxed, and have developed strong bonds of affection. Children enthusiastically take part in activities and play, as well as being able to follow their own interests. Children are independent and are given choices and opportunities to express their opinions as they contribute to the planning process and play ideas.

Care staff ensure children are well looked after. They follow appropriate cleaning and hygiene practices and promote healthy lifestyles and personal safety. Care staff show kindness, warmth and engage with children in a positive way. They know the children, their needs and preferences and ensure that they feel safe and happy.

People who run the service ensure that the environment is safe and set clear guidelines to ensure that everyone understands their responsibilities. They offer a wide range of good resources to meet children's individual development needs and stages.

People who run the setting have an innovative vision for the service and manage it relatively well. They ensure staff are well supported. The system for staff supervision and appraisal is not fully implemented and staff files were missing some required documents. Welsh is the main language used and the service provides the Welsh Language 'active offer'.

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 fruit and water during snack time, and this was given. Children cope well with separation because consistent daily transitions recognise and support individual needs. They are given time to settle and are supported to join in when ready. Children contribute to the planning process and ideas for term time activities. Children's views and interests are valued, ensuring their individual well-being.

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 and like the freedom to choose to stay indoors or move to the outside area. Similarly, children are also independent in deciding when to go to the toilet. 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 are active and curious learners and participate enthusiastically in activities. They show interest and excitement and enjoy taking part and completing tasks and seeing the results. We saw two children enjoying fixing small wooden buses using the screws, bolts, and spanners, explaining to their friends what they need to use and waiting to take turns. They enjoy a good variety of interesting opportunities and have the freedom to choose activities and move around the setting, indoors and outdoors, to complete jigsaws, to paint, and to build. Children have good and consistent opportunities to develop physical, social, and emotional skills and can pursue their interests successfully.

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 story "The Three Little Pigs", a child was able to identify which materials would be used to build the houses, how many pigs were in the story and which character was coming to destroy the house. 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 participate 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, painting a dinosaur picture while other children enjoyed tidying up and re-organising the craft corner.

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, offering a range of 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, during the nappy changing process care staff wear the correct personal protective equipment and wipe down the surfaces with anti-bacterial spray.

Care staff support children to speak or express themselves well as they receive a 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. However, not all staff know the process to follow when dealing with an allegation against the responsible individual and not all staff had completed the 'Prevent' radicalisation training.

Care staff understand the behaviour management policy and consistently implement positive behaviour management strategies. They regularly praise children and use distraction techniques effectively. For example, when two children wanted the same toy, staff talked to the children about sharing and offered a similar toy as an alternative. 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 beginning to develop a planning method for the new Curriculum for Wales. They identify children's next steps and review progress regularly using observation books for each child. They ensure that children are involved in the planning process and are aware of what to plan to attain further progress. 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 were good examples of effective communication between care staff and parents / carers as children's individual requirements are considered and respected.

Environment**Good**

People who run the setting ensure that the environment is safe, secure, and well maintained indoors and outdoors. They complete regular safety checks and ensure any issues are dealt with. People who run the setting complete a range of effective and accurate risk assessments, which are regularly reviewed and acted upon. Fire risk assessments are in place and are complied with and regular fire drills are undertaken to ensure that everybody knows how to leave the setting in an emergency. People running the setting ensure that care staff ratios are accurate and that they supervise children very well. They highlight potential risks and remind children to be aware of how they use the setting.

People who run the setting ensure the environment has good indoor play space for children to move freely. They ensure the environment meets the children's needs and enables them to reach their full potential. They offer a range of areas including a sensory area and a creative area. People who run the setting ensure that any outdoor play space is used as often as possible. They extend children's knowledge and development in the outdoors by offering a good range of resources and regular visits to the woodland. People who run the setting organise the environment well so that it provides a good range of play opportunities for the age ranges cared for. They ensure children can access toys and resources from open shelves and low-level storage. The premises is welcoming, warm, and accessible to all.

People who run the setting ensure that children can access good quality resources. There is a broad variety of age-appropriate furniture, toys, and equipment to stimulate the children's interest and imagination. For example, there are small world, role play and construction resources available. People who run the setting provide good resources to promote children's curiosity about the world around them and promoting the natural world. For instance, many of the toys and resources are made from natural materials. The environment also provides areas for the confidential storage of paperwork, the preparation of suitable snacks and for confidential discussion with parents, carers, and visitors.

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 very well 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, medical declaration of health and identification checks. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Care staff are suitably qualified and have attended additional training such as paediatric first aid, food hygiene and safeguarding. However, they have not completed the online Prevent radicalisation duty training. 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 led the children appropriately.

Partnerships with parents 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. Observational and developmental records are sent home to parents when children leave the setting. The setting also recently held a parents open information evening to discuss the new Curriculum for Wales and to share information and developments with the parents. Parents of children using this setting tell us that staff are friendly and inviting. They tell us that the children look forward to attending each session and enjoy their day at the cylch. Parents tell us that resources are varied, and the outside space is fantastic.

Recommendations to meet with the National Minimum Standards

R1 Continue to embed and develop the planning method of the new Curriculum for Wales

R2 Review wider safeguarding procedures with care staff

R3 Ensure staff complete the Prevent radicalisation duty training

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 provider is not compliant as they must ensure that all employees who look after children receive regular supervision and appraisals.	New
28	The responsible individual has not ensured all the required information has been collated in the staff employment files. The responsible individual requires collating all the required information to ascertain staffs suitability to safeguard children.	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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