



## Inspection Report

**Cylch Meithrin Llanbrynmair**

**The Community Centre  
Llanbrynmair  
SY19 7AB**

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

**This report is also available in Welsh**



**Date Inspection Completed**

12/12/2023

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## About Cylch Meithrin Llanbryn-mair

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Cylch Meithrin Llanbryn-mair
Registered places	14
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	This is the first inspection since registration
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

<u>Well-being</u>	<b>Good</b>
<u>Care and Development</u>	<b>Good</b>
<u>Environment</u>	<b>Good</b>
<u>Leadership and Management</u>	<b>Good</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 and staff work very well together as a team. They ensure they maintain regulations and National Minimum Standards. The people who run the setting develop good working partnerships with parents.

## Well-being

## Good

Children are given good opportunities to make choices and decisions and express their opinion. They communicate confidently with care staff and their peers, and their wishes, feelings and needs are considered. 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 active and express enjoyment in their play. They have a sense of belonging and they are clearly familiar with daily routines. Children feel safe and happy and like the freedom to choose play areas within the room. Children are learning to understand their feelings and show delight. For example, children smile when their friends arrive at the setting, other proudly celebrate their achievements in completing a Christmas craft activity.

Children interact confidently and openly and work together and socialise in a friendly manner. Most children understand how to take their turn, wait, and share. The interaction between the children and the care staff demonstrates that children develop good communication skills. Children work together to put resources back into storage at the end of the session.

Most children are active and curious learners and take part in activities enthusiastically. They show interest and excitement and enjoy taking part in tasks. For example, using mathematical blocks to help them count or using different resources to make marks in the playdoh. They enjoy a range of good opportunities indoors and are free to choose activities and move around the setting. For example, to complete jigsaws, paint, role-play or build towers with the building blocks.

Children are given good and regular opportunities to develop physical, social and emotional skills and they can follow their interests successfully. Children develop their independence skills by using the toilet, washing and drying their hands or choosing when they are ready to have their snack.

## Care and Development

Good

Staff understand and implement policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. They identify and actively manage risks, and children receive consistent responses. Staff are confident in the setting's safeguarding procedures and are aware of their responsibilities to protect children. Staff practise cleaning routines throughout the session, such as tables being sanitised before snack times. They implement handwashing and hygiene practices carefully. During snack times, staff offer praise and encourage good table manners such as 'please' and 'thank you'. Staff have carefully practiced routines to deal with allergies and are knowledgeable of the setting's procedures. They practice nappy changing procedures with dignity and privacy. Staff are helpful and knowledgeable regarding children's individual needs and records around accidents and incidents are complete.

Interactions between staff and children are consistent, demonstrating warmth and kindness. Staff are respectful towards each other and communicate consistently, showing kindness, support, and effective collaboration. They are sensitive to the experiences of children and are responsive to levels of support linked to individual needs and development. For instance, when there was a milk spillage during snack, staff responded with care removing any risks whilst offering reassurance. Staff are good role models and have created a busy, happy working environment.

Staff demonstrate that they know children well and can provide detailed information about children's needs and routines. They have a good understanding of children's individual skills. Staff are beginning to implement the principles of the new Curriculum for Wales and include the children in discussions around the planning of activities. However, the planning of activities is not always consistently completed and does not always consider all of the areas of learning and experiences. The staff record some observations on children's progress in individual notebooks, however, the observations don't always feed into future planning. Staff offer a variety of play and learning activities suitable to the age and development of the children in their care.

## Environment

**Good**

People who run the setting have effective measures and policies in place to ensure that everyone understands their responsibilities in relation to children's safety. Overall, they ensure the environment is safe, secure, and well maintained both indoors and outdoors. People who run the setting offer a welcoming, warm, and homely environment with clear entrance and exit points. They carry out regular fire drill and evacuation processes and all records are up to date. People who run the setting ensure all fire equipment is serviced and that building safety checks have been completed and documented correctly. They keep a comprehensive file of up to date and purposeful risk assessments and ensure these are reviewed and updated when the need arises. People who run the setting complete daily staff and children's registers with arrival and departure times. Similarly, they ensure records are kept showing all visitors to the setting.

People who run the setting ensure the environment has sufficient indoor play space for children to move freely. People who run the setting provide a range of indoor learning areas which enable children to explore and develop new skills. They also ensure the outdoor area is enclosed, offering a space of grassed and hard surfaces for children to play. Children are always supervised, and practitioners understand levels of risks. However, there is not always regular use of the outdoor environment especially during inclement weather.

People who run the setting ensure children have access to a range of good quality play resources indoors. In the outdoor area, they provide an open space with a range of good quality equipment offering opportunities to develop further physical and problem-solving skills. People who run the setting ensure all resources are age-appropriate, providing children with variety, choice, and opportunities to explore and learn. For example, blocks, books, vehicles, puzzles, craft resources, small animals and fancy-dress costumes.

## Leadership and Management

Good

People who run the setting maintain and share an up-to date statement of purpose and keep a file of policies and procedures which mostly meet the National Minimum Standards. They ensure policies are reviewed annually to ensure they reflect the setting's practice. People who run the setting understand their regulatory responsibilities and comply with nearly all of these, consistently documenting practice and procedures in an organised and confidential way.

People who run the setting ensure that staff are fully supported in their roles. They hold regular supervisions with staff and annual appraisals. People who run the setting have a robust recruitment procedure in place and all staff files have the correct documents for all employees prior to them starting in their post. Other records such as children's files, transport rotas and documentation are in place. The people who run the setting ensure that staff are deployed effectively to ensure staffing ratios are correct and therefore children's needs are met. Staff we spoke to were positive and said they felt very supported.

People who run the setting provide a detailed annual self-evaluation review. They demonstrate that they carefully consider the views of parents, staff, and children to maintain standards and ensure improvements are made as part of an action plan. People who run the setting have a very good understanding of their responsibilities to promote the Welsh language and fulfil the obligations of the Welsh language Active Offer.

People who run the setting have established links with a wide variety of service users, families and professionals. They have established a good partnership with the school with clear cooperation and support. People who run the setting have good links with the local community and take the children to the local park, theatre and farm visit. They regularly raise money as a community such as through a Christmas raffle.



### 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
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N/A	No non-compliance of this type was identified at this inspection	N/A
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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 22 - Environment	Consider ways to make more regular use of the adjoining outdoor play space especially during inclement weather to enable children to have a choice when they would like to play outdoors.
Standard 7 - Opportunities for play and learning	Continue to refine and imbed the planning and observation methods for the new Curriculum for Wales.

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.

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