



Inspection Report

Cylch Chwarae Gellifor

**Ysgol Gellifor
Gellifor
Ruthin
Denbighshire
LL15 1SG**



Date Inspection Completed

20/01/2022

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
You must reproduce our material accurately and not use it in a misleading context.

About Cylch Chwarae Gellifor

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Cylch Chwarae Gellifor
Registered places	26
Language of the service	English
Previous Care Inspectorate Wales inspection	Re registration
Is this a Flying Start service?	Manual Insert
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their 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 are listened to and respected. They feel safe and confidently play alongside each other. They interact well and enjoy their play and learning. Children share equipment well and are making friends, they are happy and busy. They are becoming independent and have opportunities to develop different skills. Children settle well and are comfortable and relaxed in their surroundings with lots of smiles and chatter.

Staff keep children safe and healthy. They are good role models and make time to talk with children answering their questions well. Staff manage interactions well and promote children's play, learning and development and meet their individual needs effectively.

People who run the service ensure children have a suitable environment and access to a range of resources and equipment, which are of good quality, both natural and recycled which suit the children's ages and stages of development. This provides opportunities to work with different resources. They ensure children are able to make decisions about what and where they want to play. They enjoy playing with their friends and staff and are developing good relationships.

People who run the service have procedures to keep children safe and secure and staff spoken to understand and follow the service's safety procedures. People who run the service offer staff support in their roles and are committed to improving the provision for children's benefit.

Well-being**No Rating Required**

Children readily choose what they want to play with. They decide for themselves whether to play inside or outside. They select their own equipment and choose where to sit for lunch. Children bring slippers and can change into these whilst indoors if they wish to be more cosy and comfortable. Staff respect their choices, showing children are listened to.

Children settle quickly and have positive relationships with staff whom they readily go to for support. They confidently show us what they are doing and demonstrate their skills painting with water or in their garden. Children happily approach staff for help and informal chats. They make the most of the opportunity to play games with staff. Children have a sense of belonging as there is personal space for their coats and bags and their creations are on display, which also boosts their self-esteem.

Children interact well with each other. They play together sharing and taking turns with toys in the sand. They get excited; are making friends and are happy and busy. Children enjoy their learning. They are happy and busy with a range of activities and experiences such as looking for frogs in their pond and watching tadpoles in the spring.

Children are active and learn through good play opportunities. Children run around outside happily calling to their friends. Children have opportunities to do things for themselves, they are settled, and feel at home with the daily routine. They enjoy going into the school hall with the older children to eat their lunch and go up to the hatch to collect their food. Their language is developing through the many conversations they have with each other and staff whilst playing and eating lunch.

Care and Development**No Rating Required**

Staff have an understanding of how to keep the children safe and healthy. They know what to do if they have concerns about a child. Doors are locked and parents do not come into the building. A record of visitors is kept to keep children safe. Staff provide nutritious snacks with milk or water to drink and children have the opportunity to have a school dinner. A register detailed attendance and risk assessments are followed which show staff are aware of how to keep the children safe.

Staff are consistent and give lots of praise to the children, for example for sharing or listening well or helping their friends. Staff are good role models and make plenty of time to talk with children whilst they play answering their questions simply but effectively. Staff are calm and gentle with the children. They used quiet voices and made sure all the children understood, reminding them of simple rules such as not to run when coming in for a bobble hat to keep their ears warm outside.

Staff work very well together to meet children's needs. They know the children well and are able to provide a good level of care for them. Staff knew instinctively when to stand back outdoors and allow children to play on their own and when to join in a game. They make the most of spontaneous learning opportunities for example looking at a tractor going by or a plane in the sky. Staff draw the children's attention and point out features that will interest the children which they often include in their play. Staff plan activities and provide good opportunities for children to develop skills at their own pace such as digging and planting and balancing. They promote children's play, learning and development and meet their individual needs.

Environment

No Rating Required

People who run the setting ensure the environment is secure, clean and well maintained, and provides a safe place for children to relax and learn through different experiences. They have identified risks and taken steps to minimise or eliminate them. People who run the service ensure staff understand their role and responsibilities and they supervise children well during activities.

People who run the setting provide a suitable environment for children's play and learning. They ensure children are well cared for in a supportive and comfortable environment, which considers children's interests and their individual needs. A good range of resources is accessible allowing children to develop their play by selecting their own toys and equipment. The playroom was divided into areas with a range of play items, which the children enjoyed playing with and found interesting.

People who run the setting ensure children have access to a range of resources and equipment which are of good quality, natural and recycled. The setting shares resources with the school and have their own annexe in the school grounds. They share a yard and a large playing field and a wildlife garden with a pond where they can observe nature. These experiences suit the children's ages and stages of development, giving them opportunities to work with different resources and try things out for themselves. Suitable tables and chairs enable everyone to sit together to eat and to have fun playing table top games and small world.

Leadership and Management

No Rating Required

People who run the setting manage the provision well and promote good outcomes for children. The service's statement of purpose provides parents with detailed information they need in order to decide whether the service will meet their and their child's needs. The setting is operating full day care provision rather than sessional care and the RI needs to update this on their CIW on line account. The policies and procedures for the service are followed effectively, making sure the setting has a safe and inclusive atmosphere for all.

People who run the setting are improving the service they provide. They know their service well and how they want it to be. They effectively recognise strengths and areas to develop and make positive changes which benefit children and improve outcomes and skills for them especially outdoors. All recommendations have been actioned and we have received written confirmation from the RI.

People who run the setting stated all the checks have been made for staff, which ensure the staff are suitable to work with children. All staff are happy and confident and have worked in the setting for many years prior to re registration. Annual appraisals and supervision notes were underway and include areas for future development and training. The staff worked well together each knowing their roles and responsibilities and taking the initiative to guide children in their play.

Relationships with parents are positive and contribute to the well-being of children, as parents are able to tell staff what their children have particularly enjoyed. Parents are happy with the service. They can speak with staff about their child when they bring or collect them. This enables parents to remain involved with the care of their children through the pandemic. There is an excellent relationship with the school with whom the setting shares outdoor resources. Children are able to have a school meal or a school lunch which they have in the hall. Several staff also work in school part time and this familiarises the children with the next step in their learning and helps them to settle quickly and happily when they move on to school.

Recommendations to meet with the National Minimum Standards

None as suggestions were actioned by provider.

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

	inspection	
--	------------	--

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.

Date Published 08/03/2022