



Inspection Report

Cylch Meithrin Glan y Fferi

**Ysgol Glan Y Fferi
Heol Caerfyrddin
Glan Y Fferi
Sir Gaerfyrddin
SA17 5TB**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

28/02/2023

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About Cylch Meithrin Glan y Fferi

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin a Ti a Fi Glan Y Fferi
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	This was their first inspection following registration in October 2020.
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>	Good

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

Summary

Children are happy, relaxed and have good relationships with staff and each other. They have opportunities to make decisions for themselves and their needs and preferences are met. Interactions between the children and staff are good. Children enjoy their play and are focused on their chosen activities, developing a range of independence skills.

Staff understand their roles and responsibilities in keeping children safe and healthy. They implement good and positive behaviour management strategies. Staff encourage child development through play.

People who run the setting ensure the environment is safe, secure and well-maintained. The indoor play area is well organised, and the outdoor area is well developed. There is a good range of accessible resources suitable for ages and stages of development of the children.

People running this setting are organised. They follow good recruitment processes and suitability checks and organise staff effectively. People running the setting review the quality of care of the service. Partnerships with parents are very good.

Well-being

Good

Children are happy, relaxed and have good relationships with staff and each other. Children confidently approach staff for support. They went to staff when they wanted to play with the play dough and for assistance to wear their wellies for outdoor play. Children have opportunities to make decisions for themselves. For example, they choose what areas they want to play and access indoors and outdoors. Their needs and preferences are considered. For example, during circle time, children who were not ready to respond to the puppet were respected. Children feel a sense of achievement. They smiled as they were praised for responding to questions during circle time.

Children have a good sense of belonging. They feel confident within their environment and settle well to play amongst their friends. Children know their routines well. For example, tidying the resources away successfully. They understand they need to wash their hands before eating.

Interactions between the children are good. They show respect and care towards others. For example, taking turns whilst playing with the water outdoors, *'Look more water coming'*. Children show kindness towards one another by sharing resources whilst naming animal pictures on cards and whilst playing with play dough. One child ensured another child had access to their favourite toy, by handing them a plastic vehicle.

Children enjoy their play. They were focused on the activities offered to them. Children chose to roll and cut the play dough with support from staff and used cutters to make different shapes. Children concentrate on tasks and their chosen play areas. They enjoyed their activities, and this was apparent as they played outdoors. Children persevered for a period as they added water to the water wheel, making it spin. Others showed enjoyment when they worked together pouring water down the plastic water pipes. Children develop Welsh language patterns through singing and discussions. They enjoy circle time, singing Welsh nursery rhymes such as 'Bore da', 'Pump crocodeil' and 'Mr Hapus ydw i.'

Children are developing some opportunities to become independent. They access the sink independently via a step, use the liquid soap dispenser without support, before proceeding to wash hands. They develop a range of skills and show good fine motor skills through using tools for activities. Children are able to develop their independence at snack time. Staff told us they butter their own toast with knives. During the visit children were offered crackers and apple. Children show an awareness of names of colours, counting, names of animals, and numbers in Welsh.

Care and Development

Good

Staff understand their roles and responsibilities in keeping children safe and healthy. They implement appropriate cleaning and hygiene practices. Staff make sure all children wash their hands before eating and tables are sanitised before children eat their foods. Staff prepare healthy choices for children during snack times, which include fruits, toast, crackers and a choice of water or milk. Children bring their own packed lunches and drinks. Staff ensure food within packed lunches are stored appropriately.

Discussions with staff demonstrate they understand the need for good safeguarding practices. They understand the procedures and their roles and responsibilities if there was a child protection or safeguarding concern. Records of medication, incidents and accidents are recorded and signed by staff and parents. However, existing injuries are not currently signed for by parents/carers. All staff have completed the paediatric first aid training, safeguarding and child protection training and food hygiene training. Staff have a good awareness of children's allergies and intolerances, and risk assessments and action plans are in place for any emergencies that could arise. Nappy changing procedures are implemented by staff who wear appropriate PPE, and they sanitise the changing areas after each change.

Staff understand the behaviour policy and implement good behaviour management strategies when needed. They have calm discussions with children when there is a situation where children want the same resources. For example, children were encouraged to share and take turns whilst choosing animal cards. Staff demonstrate positive encouragement towards children. They praise children for finishing their snacks and for tidying nicely. Staff are good role models. They encourage children to say '*Diolch*' and praise them for helping, "*da iawn am helpu.*"

Staff encourage learning through play. They encourage children to count the coloured pom poms whilst taking part in a mathematical activity. Staff have discussions with children about the colours, size and amount they can see during the activity and encourage children to discuss names of animals during circle time. Staff plan their activities and play provision appropriately ensuring children have resources in relation to the themes and children's interests. However, the planning is not skill specific. They have a good understanding on the new Curriculum for Wales and are developing ways to plan and assess effectively. Staff promote the knowledge and understanding of different cultures and diversity by celebrating festivals such as Chinese New Year. Staff promote Welsh dimension celebrating Santes Dwynwen day and Dydd Gŵyl Dewi. Staff assess children's progression through assessments and observations and use these to plan for children's next steps.

We viewed examples of children's work, however not all samples were dated. Staff have a good understanding of additional learning needs. They identify children's preferences, needs and targets for individual development.

Environment**Good**

People who run the setting ensure the environment is safe, secure and well-maintained. For example, the entrance is securely locked, and they keep records of visitors. The setting is located in a porta cabin. People who run the setting conduct robust risk assessments and implement cleaning routines. Maintenance and fire checks are up to date. Regular fire drills are recorded.

The indoor play area is spacious and effectively organised. The environment creates a sense of belonging with individual name pegs for children and displays of children's achievements including their art work. There is a designated area for younger children as well as a quiet space for those needing a rest.

Resources are accessible for children with a choice of toys and resources enhancing their play and learning. People who run the setting provide resources to develop children's creativity, language, mathematical development, imaginative play and curiosity. The outdoor area is enclosed and provides an effective learning space for children, which include opportunities for water play, mark making, a mud kitchen for imaginative play and resources which promote physical development. During the inspection visit, staff told us outdoor activity trays are checked and emptied regularly, for example the water tray. There are resources that promote cultures and diversity, which include dolls, characters and books.

Leadership and Management

Good

People running this setting are organised and have a clear vision for the future of the setting. They review policies and procedures and implement them effectively in practice. The statement of purpose was updated during the inspection process and is fully compliant with regulations and meets national minimum standards. Ratios of staff to children are correct in order to meet the needs of children. There are records of children and staff present on each day. Public Liability insurance is in place.

People running the setting organise staff effectively to ensure they know their roles and responsibilities. Staff meetings are regularly conducted to discuss changes, events and updates on policies and procedures. People who run this setting have a good understanding of their responsibilities to protect children.

People running the setting have reviewed the quality of care they provide. They seek feedback from parents via termly questionnaires as well as feedback from children and staff. People running the setting provide an 'Active Offer' of the Welsh language.

People who run the setting follow good recruitment processes and ensure suitability checks including Disclosure and Barring Service checks are in place for all staff. People running the setting ensure all staff have timely inductions. Appraisals are formally recorded and highlight areas for professional development and training. However, supervisions are held informally with staff members. Staff told us they feel very happy and well supported in their roles and there is an open-door policy, weekly meetings and a WhatsApp group for discussions. Qualifications of staff meet requirements, and they have mandatory training in place. People running the setting make a conscious effort to inform Care Inspectorate Wales of changes to the setting.

Partnerships with parents are very good. Parents spoken to during the inspection spoke highly of the setting, *“Communication is effective here. We get daily as well as weekly updates”, “My child can’t wait to come. He settled well and quickly.”* Parents feel well-informed and staff are very approachable and accommodating about children’s personal needs. The setting has a private social media page where they share information about recent activities. Further information is shared with parents via an app, verbally and through a termly newsletter.

Recommendations to meet with the National Minimum Standards

R1: Ensure a formal record is kept of staff supervisions.

R2: Ensure existing injuries are signed for by parent/carer.

R3: Ensure outdoor resources have lids/covers.

R4: Ensure the planning of activities includes the development of skills.

R5: Ensure children's work is dated to track progression and regression.

R6: Further promote name recognition by adding children's photo to name pegs.

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 inspection	N/A

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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