



## Inspection Report

**Cylch Meithrin Seren Fach**

**Ty Harri Webb  
Dyffryn Road  
Mountain Ash  
CF45 4DA**

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

**This report is also available in Welsh**



**Date Inspection Completed**

05/10/2022

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## About Cylch Meithrin Seren Fach

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Seren Fach
Registered places	40
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	Post registration inspection
Is this a Flying Start service?	Yes
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.

<a href="#"><u>Well-being</u></a>	<b>Excellent</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Good</b>

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

### **Summary**

Children are confident, happy and enjoy their time at Cylch Meithrin Seren Fach. They have a strong sense of belonging and develop positive relationships and friendships. They feel settled, happy, and comfortable at the service. Children are engaged and show excitement during their play. They can take part in planned activities or follow their own interests.

Staff promote children's well-being purposefully. They understand and implement policies and procedures to keep children safe. Staff consistently implement positive behaviour strategies and model good behaviour. They ensure that there is a range of activities available for the children as well as good opportunities for children to follow their own interests.

People who run the service have very effective measures to ensure the environment is safe and secure. They ensure the environment meets the needs of the children. People who run the service offer a good range of age and stage appropriate resources, toys, and equipment.

People who run the service have efficient and clear policies and procedures in place. They monitor and review their service regularly and implement improvements following their reviews. People who run the service ensure staff are suitable to work with children and carry out meaningful professional development. They have developed positive relationships with parents.

Children are very confident communicators as their wants, moods and needs are fully considered. They express their needs and wants and receive an effective and meaningful response/interaction. For instance, a non-verbal child took a car over to a staff member, who followed their prompts to play with them. Children's opinions and interests are highly valued and acted upon. For example, the older children contributed towards ideas for after school club activities. They have some exciting opportunities to make choices and decisions about their play.

Children cope extremely well with separation because consistent daily transitions recognise and support individual needs and are effectively implemented. For instance, when a child came in upset, they were given time to settle but also reassured. Children are delighted and express enthusiasm and enjoyment. They excitedly show the staff their toys and resources and shared their experience with the people around them. For example, one child enthusiastically talked about the amount of paint they could see on their hands and face, following an activity. Children clearly have a strong sense of belonging, forming strong relationships and are very familiar with routines.

Interactions between children and adults are consistently stimulating and children co-operate enthusiastically. During snack and lunch, children have ample opportunities to socialise together. We saw children give spontaneous cuddles to staff or going to them for reassurance. Younger children are beginning to develop friendships and show concern for others. For example, when one child got upset another child went over to the staff to get their attention and pointed towards the upset child. Older children interact positively with younger children and promote/model good behaviour for them.

Children are fully engaged in their play. They enjoy a very good range of interesting opportunities indoors and have freedom to safely explore their environment. For instance, they can move freely between one of the playrooms and the sensory room. Children are self-motivated to initiate their own play and to influence their tasks and activities because child led activities predominate but there are also opportunities for the children to take part in adult-led activities. They show excitement and interest in the toys, resources and activities on offer and children concentrate for an age-appropriate amount of time.

Children take part in activities resulting in a great feeling of achievement and high self-esteem. They experience simple open and closed questions and are enthusiastic to show or talk about what they have been doing. Children have some good opportunities to develop their independence skills enabling them to do some things for themselves successfully.

## Care and Development

Good

Nearly all staff fully understand and consistently implement policies and promote healthy lifestyles, physical activities, personal safety, and well-being. They identify and manage risks. They regularly remind children about keeping safe and observe children carefully in their play to allow them to take risks. For example, staff supervise children on the climbing frame, allowing them freedom to climb and swing but offering support if needed. Staff implement robust cleaning and good hygiene practices. They follow a daily cleaning rota and promote good hygiene practices with the children. Staff have a very good understanding of their responsibilities to protect children and confidently answered what they would do if there was a child protection concern. They support children to speak or express themselves well as they provide a consistent response/interaction.

Nearly all staff understand the behaviour management policy and consistently implement positive behaviour management strategies. We heard lots of positive praise and the staff reminded children about the behaviour they want to see, and they always act as good role models. For instance, when a child went to throw a sensory ball across the room instead of into the box, the staff member said “*paid – taflu yn y bocs*” (don’t – throw it in the box). Most staff are consistently responsive; they listen and respect children’s views. The interactions are positive demonstrating warmth and kindness. Nearly all staff are sensitive to the needs and experiences of individual children. Staff are fully aware of how to support children with additional needs.

Most staff are beginning to implement the principles of the Curriculum for Wales, track children’s progress and use information and observations to plan for the next steps in their play and learning. They plan and provide a broad range of play and learning activities for the children. Staff are aware of children’s individual development. They plan well for the next steps and regularly review progress. They take appropriate action, in a timely manner, when they recognise children may have additional needs and make good use of the support services. They keep parents informed. Staff support and provide for children with additional needs, such as children with emotional and behavioural difficulties or medical/nutritional needs, relevant to the children in their care.

## Environment

Good

People who run the service ensure that the environment is safe, secure, and well maintained indoors. They organise regular cleaning routines and their good infection control practices minimise any risks to children's health and safety. People who run the service complete effective and accurate general and fire risk assessments, which are regularly reviewed. They ensure the premises are well maintained, following a regular programme of maintenance. They ensure that any important information is on display; including a fire evacuation procedure on display in every room, a timetable showing who has responsibilities for school pick ups and information about allergies or medical needs.

People who run the service ensure the environment has good indoor play space for children to move freely. They ensure the environment meets most of the children's needs and enables most of them to reach their full potential. People who run the service organise the environment well so that it provides a good range of play opportunities suitable for nearly all the age ranges cared for. There are several rooms which are set up to allow children to access a variety of areas including creative, imaginative, social, and sensory. But they also provide rooms which develop specific skills. For example, there is a room which has been developed to allow children to practise their gross motor skills through climbing, balancing and use of ride on toys. The premises is welcoming, warm, and accessible to all.

People who run the service ensure that nearly all children can access good quality and a broad variety of age-appropriate furniture, toys, and equipment indoors to stimulate the children's interest and imagination. Children can access lots of natural and loose play materials to explore. Toys and resources are stored at low levels and many resources are included as part of the curiosity approach. There is no outdoor play area, but leaders make alternative arrangements to take children outside. We saw pictures of children exploring the local area and making use of the green spaces around them. The environment promotes the Welsh language and the wider community. For instance, displays are bilingual and we saw a display celebrating Wales.

## Leadership and Management

Good

There is strong leadership at Cylch Meithrin Seren Fach. People who run the service maintain and share an up-to-date effective statement of purpose that accurately reflects the service provided and meets the National Minimum Standards. They have a wide range of clear, worthwhile policies which they review annually and ensure that these are largely implemented in practice. People who run the service have a good understanding of their responsibilities to promote the Welsh language. People who run the service ensure that the required records are accurately kept, including contracts, accidents/incident, and medication records, which are shared with parents. However, there was no parents signature on the medication record to acknowledge the entry. People who run the service ensure that these records are monitored regularly with action taken if necessary. They can demonstrate that they are actively working towards the implementation of Welsh Government's best practice guidance, Food and Nutrition for childcare settings.

People who run the service actively implement self-evaluation. They seek the suggestions of children, their parents/carers, and staff. They produce a good quality of care report which reflects upon the service provided, the views of the parents and staff and include plans on improvement.

People who run the service follow a safe recruitment process to safeguard children. They have satisfactory systems in place to update suitability checks as required. However, during the inspection, two staff files were missing information about references. Since the inspection, this has been rectified and all evidence of pre-employment checks are in place. People who run the service implement an appropriate induction procedure for new staff. The performance management process is good and encourages staff to attend a range of training. Regular good supervision and appraisals are carried out and there is a strong focus on supporting staff well-being. People who run the service record children's actual times of attendance and ensure that staff are deployed well to ensure staffing ratios are met and children's needs are met. Staff responses were positive and said they felt supported.

People who run the service ensure that communication and engagement systems with parents are adequate. They generally keep parents informed using messages and verbal feedback at the end of the session. Feedback from parents was very good, saying that they would recommend the service to others, that they go above and beyond for the children and their families and that there are lovely staff working at the service. People who run the service have good links with a range of professionals and the community. They respond positively to information and advice given to improve the service, children's well-being and identified needs. People who run the service ensure that when there are concerns about children's progress or development there are procedures and protocols in place for sharing information.



## **Recommendations to meet with the National Minimum Standards**

R1 - Ensure parents sign the medication administrated form to acknowledge the entry.

R2 - Ensure that all evidence of pre-employment checks is available for inspection.

### 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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<b>Ratings</b>	<b>What the ratings mean</b>
<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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