



Inspection Report

Cylch Meithrin Aberdâr

**The Urdd Centre
Wind Street
Aberdare
CF44 7ES**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

17/01/2023

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About Cylch Meithrin Aberdar

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	This is a post registration inspection.
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 spacious and effectively organised and the outdoor areas are developing well. There is a good range of accessible resources suitable for ages and stages of development of the children.

People running this setting are organised and they have a clear vision for the future. They follow good recruitment processes and suitability checks and organise staff effectively. People running the setting regularly review the quality of care of the service. Partnerships with parents are very good.

Children are happy, relaxed and have good relationships with staff and each other. Children confidently approach staff for support and comfort when they need it. They went to staff when they wanted to play with the playdough and also for cuddles when they were tired. Children have opportunities to make decisions for themselves. For example, they choose what foods they want to eat and what areas they want to play, such as, role play, construction, playdough and sand. Their needs and preferences are considered. For example, during circle time, children who were not ready to sit with others were respected to play with their chosen resources and areas. Children feel a sense of achievement. They smiled as they were praised for tidying and placing the jigsaw pieces in the correct places. They celebrated with their friends when completing the puzzles.

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 when they need to join others on the carpet for circle time and that they need to wash their hands before eating.

Interactions between the children are good. They show respect and care towards others. For example, when there wasn't room for another child to gather around the sand pit, they listened to staff who prompted them to make room for others. Children show kindness towards one another by sharing resources in the sand play area such as the pigs and the wolf from the 'Three Little Pigs' story.

Children enjoy their play. They were focused on the activities offered to them. Children chose to mix the ingredients to make playdough with support from staff and used cutters to make different shapes. Children concentrate on tasks and their chosen play areas. They enjoyed their painting activities, and some engaged in mark making with crayons. Children excitedly built a tower of bricks in the construction area and screeched with enjoyment when they worked together to kick the tower down. Children develop Welsh language patterns through singing and discussions. They enjoy circle time, singing Welsh nursery rhymes such as 'un bys, dau bys' and 'Mr Hapus'.

Children are developing some opportunities to become independent. They develop a range of skills and show good fine motor skills through mark making and using tools for painting and playdough activities. Children are able to develop their independence at snack time. They buttered their own toast with knives and brought their cups and plates back to the staff members after they had finished. Children show an awareness of names of colours, counting, names of animals, and numbers in Welsh. However, more opportunities for independence skills could be developed.

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 implement the Food and Nutrition for childcare setting guidance as they prepare healthy choices for children during snack times, which include fruits, cereals, crackers and a choice of water or milk. Children bring their own packed lunches and drinks. However, water was not always available within the reach of children during their play and learning sessions to ensure they remain hydrated. Discussions with staff demonstrate that 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, accidents and pre-existing injuries are recorded and signed by staff and parents. Nearly all staff have completed the paediatric first aid training, safeguarding and child protection training and most have completed 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 playing with kitchen role play and others were encouraged to share the farm toys. 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' for their foods and then praise them for doing so saying 'ardderchog!'

Staff encourage learning through play. They encourage children to count the blocks they put on top of each other by counting to ten in Welsh. Staff have discussions with children about the colours they can see during a jig saw activity and encourage children to discuss names of people and animals during small world play. Staff plan their activities and play provision successfully ensuring children have resources in relation to the themes and children's interests. 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 Divali. Staff promote Welsh dimension celebrating Santes Dwynwen day and Dydd Gwyl Dewi' and visit the harpist at the local heritage museum. Staff assess children's progression through assessments and observations and use these to plan for children's next steps. Staff have a good understanding of additional learning needs. They identify children's preferences, needs and targets for individual development. Staff enhance children's Welsh language skills through songs and movements.

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 spacious premises which are on two floors. 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. However, the details are minimal for the fire drills recorded.

The indoor play area is spacious and effectively organised. The environment creates a sense of belonging. There are some displays of children's achievements including pictures of children's families, giving children a sense of belonging. New toilets and basins have been installed for children, including liquid soap and paper towels; and privacy and dignity is respected. There are designated areas for children who need a quiet space or a rest. People who run the setting provide tables and chairs for children for social gathering during food times. There is a very spacious hall upstairs, which is used to promote physical development and used for afterschool children. There are appropriate resources for older children including a choice of games and puzzles, role play toys, construction toys, craft resources and a tv screen.

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 by a stone wall and provides a suitable learning space for children, which include opportunities for mark making, a mud kitchen for imaginative play and resources which promote physical development. There are resources that promote cultures and diversity, which include dressing up costumes, Chinese and Indian resources, dolls and books.

Leadership and Management

Good

People running this setting are organised and have a clear vision for the future of the setting. They regularly update policies and procedures and implement them effectively in practice as a result of effective induction procedures for new staff. The statement of purpose 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 care 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 regularly review the quality of care they provide. They seek feedback from parents, children and staff and those seen were all positive. There are actions for improvement as a result of the questionnaires and these actions are implemented in the settings development plan. 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, supervisions and appraisals, highlighting areas for professional development and training. Qualifications of staff meet requirements, and they have mandatory training in place. Staff told us they feel happy and supported and have good opportunities for professional development. People running the setting regularly inform Care Inspectorate Wales of changes to the setting, including staff changes and changes to the statement of purpose in a timely manner.

Partnerships with parents are very good. Parents informed us their children's needs are fully met and their children have made good progress in their Welsh language since they started at the setting. Parents feel well-informed about changes to policies and procedures and that care staff are very approachable and accommodating about children's personal needs. Information is shared with parents via an online webform where people running the setting share information on fundraising events, activities, individual photos and information. The setting has a social media page where they share information about recent activities. People running the setting ensure there are good links to the local community. They have visited the local library, park, post office and shop, enhancing children's sense of belonging within the community.

Recommendations to meet with the National Minimum Standards

R1. To enhance children's independence skills.

R2. To ensure water is available to children at all times.

R3. To extend the information recorded during fire drills

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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N/A	No non-compliance of this type was identified at this inspection	N/A
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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 06/03/2023