



Inspection Report

Cylch Meithrin TY Mabon Tywyn

**Cylch Meithrin Tywyn
Ty Mabon
Neptune Road
Tywyn
LL36 9ET**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

04/11/2021

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About Cylch Meithrin TY Mabon Tywyn

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin TY Mabon Tywyn
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	This is the first inspection of the service since registration on 4.1.21
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	Yes

<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

This is an inspection undertaken during the Covid-19 pandemic; therefore, we have focused on the priority areas for this setting and not the full quality framework.

Children are happy, settled and enjoy their time at the service. They are highly motivated to make choices and decisions about their play and what activities they take part in. Staff are kind, caring and treat children with respect. They know the children well and ensure their interests and ideas are prioritised when planning activities. The premises are clean and offer a variety of exciting opportunities for children to learn through playing with real and natural materials. People who run the service are dedicated and understand their responsibilities in running the service. They are committed to make improvements in order to ensure the service effectively meets children and their families' needs.

Well-being**No Rating Required**

Children are highly motivated to make decisions and choose how they spend their time. They move around the available activities and play areas freely and follow their own interests. They are eager and confident to share their ideas, answer questions and chat to staff, knowing staff will value what they have to say. For example, by chatting with staff about their home lives and involving them in their play.

Children have a sense of security as they are familiar with the routine. For example, they know that a certain song indicates it is time wash their hands. Children feel comfortable asking care staff for reassurance or comfort when needed. Children have started to make friends and chat together during lunch time and during play, sharing lots of smiles and laughter as they do so.

Children listen well and are happy to help with tasks and follow instructions. For example, they enjoyed helping make cup cakes for the bake sale. They play well together and are beginning to make friends. Children are able to share toys and take turns well, for example when playing and experimenting with the lentils and weighing scales in the play kitchen.

Children enjoy their play and have fun taking part in activities. Children concentrate on tasks and show interest in what they are doing. For instance, children concentrated well when creating music together and exploring the musical instruments. They showed interest in making different sounds and worked together effectively to create a song to perform.

Children learn to do things for themselves as they are supported by staff. They are encouraged to decide for themselves what activities to take part in and how to complete tasks. For example, they decide for themselves which room they would like to play in and choose from the resources available as it is all stored within their reach.

Care and Development

No Rating Required

Staff understand their roles and follow the correct procedures to ensure children are kept safe and healthy. They have all completed safeguarding training and those we spoke with could tell us the correct procedures to follow if they had a concern about a child. A sufficient number of staff have also completed paediatric first aid training. They record any accidents or incidents appropriately and ensure these are signed by parents. Staff also ensure fire drills are practiced at least once every term to ensure children and staff know how to exit the premises quickly and safely in an emergency. However, staff need to ensure they obtain parental permission for emergency first aid prior to children starting at the service.

Staff promote healthy eating and hydration; they encourage parents to send in healthy snacks and lunches for their children and ensure children have access to their drink bottles throughout the day. They encourage children to wash their hands as and when they need to and follow appropriate hygiene procedures when handling food. Staff told us they regularly plan opportunities for children to spend time outdoors and photographs showed children doing so, however, children did not spend any time outdoors during our visit.

Staff have positive relationships with children; they speak with them in a kind and calm manner and provide comfort and reassurance when children need it. They deal with any arguments or inappropriate behaviour positively. For example, by giving lots of praise when children behaved well and redirecting them to another activity if there were any minor disagreements. Staff modelled good manners throughout the session and gave lots of praise when children did so too.

Staff know the children well and are familiar with their likes and dislikes. They gather comprehensive information about children's individual care, personal and medical needs before they begin attending, helping them to plan effectively. The person in charge ensures detailed activity plans are in place, which include a good variety of tasks to develop children's skills across all learning areas. These are child led and are based on the children's interests, for example any themes or stories they have particularly enjoyed. Staff maintain individual learning profiles to track children's progress as well as keeping observation notes and photographs. Individual diaries are sent home daily to inform parents of their child's time at the setting and a closed social media page has been created to share photographs of the children taking part in activities, as well as other important information.

Environment**No Rating Required**

People who run the setting prioritise children's safety and ensure staff follow procedures to keep children safe. They have comprehensive written risk assessments in place, which outline any potential hazards to children's safety and how these are managed. People who run the setting have also written a dedicated risk assessment and policy outlining the additional procedures that are in place to prevent the potential spread of Covid-19. The indoor areas were safe and secure. However, there were some hazards in the outdoor area, such as wheelie bins being accessible to children and the rubber flooring lifting in some areas.

All areas used by children are spacious and welcoming. People who run the setting have arranged the play rooms into learning areas, providing children with a range of interesting activities. Toys and resources are stored at low level so children can access them independently. Furniture such as low level tables and chairs suit the children's ages. Staff display photographs and samples of the children's work on the notice boards, providing them with a sense of belonging. The outdoor play areas offer some opportunities for children to explore and play to develop their imagination, including a mud kitchen, slide, play house and ride on toys.

People who run the setting provide children with a wide range of toys and resources which are in good condition and are suited to the children's ages and stages of development. Staff have implemented the 'Curiosity Approach' where children can play with and explore real materials and equipment. For example, the role play area is filled with real kitchen utensils, dishes and pots as well as jars of dried lentils and pasta for them to pour and measure. There is also a themed construction area where children can build and explore real materials, such as twigs, stones, shells and pine cones. Toys and resources are clean and in good condition. Staff keep detailed records of when they are cleaned and checked. People who run the setting also provide plenty of multicultural and Welsh resources to enable children to learn more about the world they live in.

Leadership and Management

No Rating Required

People who run the setting ensure staff are aware of their responsibilities. They share their vision for the setting with them effectively and make sure the service's policies and procedures are followed effectively. Policies are reviewed regularly in order to ensure they are kept up to date. The setting's statement of purpose contains all the required information, meaning parents can make an informed decision about whether the setting can meet theirs and their child's needs.

People who run the setting are keen to ensure they are continually developing and improving the service they offer. They regularly seek feedback verbally from parents as well as through sending questionnaires to parents, staff and other professionals who regularly visit. Children's views are also sought by talking to them and during daily observations, for example by watching which resources children prefer and those they do not use. The quality of care report includes what improvements have already been made and those which are planned in response to the feedback received.

People who run the setting ensure staff receive regular training and support in order to carry out their roles effectively. The person in charge is awaiting certification for a relevant qualification listed on the Social Care Wales list of suitable qualifications. People who run the service have submitted a support plan to CIW outlining the measures put in place to ensure she is well supported to carry out her role. All staff members had a current Disclosure and Barring Service (DBS) checks, showing safe recruitment checks are in place. However, staff files did not contain all the required information. The person in charge also started to collect the missing information immediately. We saw written records showing that annual appraisals and regular staff supervision sessions have taken place.

People who run the setting share information with parents effectively. We saw evidence of information gathered from parents detailing children's specific needs, likes and dislikes. Feedback from parents was very complimentary of the care their children receive. They told us they had positive relationships with staff, who shared information regularly in children's individual diaries as well as through a closed group on social media. Parents also stated that staff are approachable if they want to discuss any issues with them.

Recommendations to meet with the National Minimum Standards

R1- Ensure outdoor bins are stored out of children's reach.

R2- Ensure signed parental permission is sought for providing basic first aid to children in the event of an emergency.

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
28	The provider has not sought the necessary documentation to satisfy themselves of the suitability	New

	of staff to work at the setting.	
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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.

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