



## Inspection Report

**Cylch Meithrin Dolgellau**

**Canolfan Deulu Dolgellau  
Old Drill Hall  
Smithfield Street  
Dolgellau  
LL40 1DE**

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

**This report is also available in Welsh**



**Date Inspection Completed**

20/02/2024

**Welsh Government © Crown copyright 2024.**

*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](mailto:psi@nationalarchives.gsi.gov.uk)*

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

## About Cylch Meithrin Dolgellau

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Dolgellau
Registered places	48
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	This is the first inspection post registration
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	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><a href="#">Well-being</a></u>	<b>Adequate</b>
<u><a href="#">Care and Development</a></u>	<b>Adequate</b>
<u><a href="#">Environment</a></u>	<b>Adequate</b>
<u><a href="#">Leadership and Management</a></u>	<b>Poor</b>

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

### **Summary**

Children have some opportunities to make choices and decisions. Many children are content and are beginning to form friendships, showing empathy to others. They explore their indoor and outdoor environment safely. However, there are recommendations in relation to opportunities for children to develop their independence skills and to do things for themselves successfully.

Staff provide a caring environment; they treat children with dignity and respect. Staff understand the procedures for safeguarding children and implement the safeguarding policy correctly. Staff are consistent in their approach and are positive role models. However, there are recommendations in relation to planning of activities and meeting children's developmental progress.

People who run the setting ensure that children are cared for in a safe, clean and secure environment. Unnecessary risks to children have been identified and as far as possible eliminated. The premises and outside play areas are secure and there is sufficient space to meet the needs of children. However, there are recommendations in relation to providing sufficient resources.

People who run the setting currently are not compliant in relation to promotion of children's welfare, ensuring a sufficient number of suitably qualified staff, staff suitability checks, staff appraisals, record keeping and hygiene practices. This has resulted in CIW issuing areas for improvement and priority action notices which are outlined at the back of the report. However, there are new leaders starting employment who have a strong vision for the setting that they share with others. They set high expectations to actively encourage their team and challenge poor performance.

**Well-being****Adequate**

Children have some opportunities to make choices and decisions about their play for most of the time. They choose from the limited range of toys and resources available to them. Children in the pre-school room are able to choose to play inside or outside as the doors to the outside environment are left open. They enjoy the outside space; some choose to zoom around on their ride on toys while others play on the slide. Toddlers in the baby room explore their environment contently. Some choose to play with the sensory toys, others investigate the blocks while some are interested in the cars. Children are often confident communicators as their wants and needs are generally considered. At lunch time pre-school children approach care staff for support with opening packets and peeling fruit and their requests are considered.

Children are mostly content and express enjoyment. Toddlers in the baby room excitedly show us their interactive books, smiling and pointing happily at the flashing lights and the pictures. Children engage in their play and attempt to roll and throw balls to us, inviting us to play catch. They receive praise from care staff for playing and interacting kindly resulting in a reasonable feeling of achievement and self-esteem. Many pre-school children show a keen interest in the singing session, choosing to join in with the songs and dance moves, copying the actions of the care staff.

Children generally interact positively with each other. Some children co-operate well, sharing and taking turns. They are starting to show empathy and becoming sensitive to the needs of others. Children sit down together to build towers using connecting bricks. They challenge each other to build the tallest tower and smile positively when they receive praise for their building. Most children interact well using language or gestures as appropriate. For example, babies reach up with their arms when they want picking up or point when they want something they cannot reach.

Children have some opportunities to develop their independence skills enabling them to do some things for themselves successfully and to problem solve. Children use the toilet and handwashing facilities independently. Toddlers are encouraged to eat their lunch independently; young babies are carefully supported by care staff with some finger foods alongside spoon feeding. However, many opportunities to develop children's independence are missed. For example, children are not familiar with the routine of tidying up. Pre-school children do not use the cloak room independently to collect their belongings and are overly supported to prepare themselves to leave the setting to attend school.

## Care and Development

**Adequate**

Care staff understand their responsibility to protect children. They are confident in knowing who to report to if they have any concerns about children, colleagues, or the responsible individual. Most care staff undertake child protection training as part of their induction and there is a suitable policy to support knowledge and understanding. There are suitable systems in place for managing and recording accidents, incidents and any medication administered. Sufficient numbers of staff have paediatric first aid training.

Care staff mostly interact with children in a kind and caring manner and, overall, promote positive bonds with them. They speak calmly and respectfully to children. Care staff mostly engage with children and support them in their play. They provide children with some toys and resources which encourages adequate opportunities for children to learn and develop. However, care staff do not support children well enough to sufficiently extend their learning and development. There's a lack of planned opportunities for purposeful, open-ended activities or experiences to interest children or effectively develop their play, exploration, and learning. Care staff promote the Welsh language well; we heard lots of Welsh spoken and Welsh songs used to encourage children's understanding.

A varied and nutritionally balanced healthy snack menu is in place and the people who run the setting attempt to encourage parents to provide a healthy packed lunch. Most staff have current food hygiene training. Information about children's food allergies and individual dietary requirements is clearly displayed in the playroom for staff to refer to. During a nappy change care staff wear all the suggested personal protective equipment (PPE) and ensure children feel relaxed and comfortable with their dignity preserved appropriately. However, care staff do not always follow policies and procedures relating to hygiene. For example, they did not ensure children washed their hands before eating their lunch. When children had finished eating care staff used one wet wipe to clean the faces of three children. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

**Environment****Adequate**

Overall, the people who run the setting ensure the environment is suitably safe and secure and record all visitors who attend the setting. External doors are locked, safety gates are in place in the play areas and hallways and outdoor play spaces are securely fenced. The setting is suitably clean, tidy, well maintained and welcoming. The people who run the setting arrange for regular maintenance checks to be undertaken and have risk assessments for all areas of the premises. Care staff consistently complete daily safety checks. The people who run the setting carry out and record regular emergency evacuation practices. Cleaning routines reflect good hygiene practice and effective infection control.

The setting is organised into two separate playrooms providing dedicated spaces for different age groups. Each area provides ample space for children to move around and play. There is also an enclosed room that is used as a dedicated sleep room which provides a quiet, calm and restful environment for younger children to sleep. The layout of rooms enables children to choose resources independently. However, the people who run the setting have not ensured all areas are planned or set up sufficiently well to provide an interesting and supportive learning environment. This can have a negative impact on both children's learning and behaviour. There are some displays visible on the walls for example, some use of hessian for a 'wal waw' with an example of children's work, a Welsh themed display and the alphabet is displayed on some bunting.

The outdoor space is laid out attractively with artificial grass and there are plans in place to erect a shaded space to offer shade from rain and sun enabling pre-school children to use the outdoor space as often as possible. Toys and resources outside include blocks, ride on bikes, cars, trikes, a slide, sand pit and water tub and provide children with opportunities to be physically active and extend their knowledge and development. There is an adequate range of resources and equipment which children can freely access. However, during the course of the inspection the children in the baby room did not access the outdoors.

## Leadership and Management

Poor

People who run the setting have recently taken over as leaders and are in the process of familiarising themselves with the day to day running of the setting. In the short time they have been running the setting they are beginning to make some improvements. They have a strong vision they share with others. They are knowledgeable on their regulatory responsibilities and set high expectations to encourage their team and effectively challenge poor performance. Following the inspection visit the people who run the setting have responded positively to information and advice given to improve standards at the setting. They notify Care Inspectorate Wales (CIW) of significant events which impact on children's welfare. However there continues to be areas of non-compliance in relation to promotion of children's welfare, ensuring a sufficient number of suitably qualified staff, staff suitability checks, staff appraisals, record keeping and hygiene practices. This has resulted in CIW issuing areas for improvement and priority action notices.

People who run the setting have ensured some recruitment checks are in place for nearly all staff, including Disclosure and Barring Service (DBS) certificates. However, their process for ensuring that recruitment checks are fully completed before care staff start working at the setting is not robust and consequently not all regulatory information has been gathered to fully assess the suitability of care staff. We have therefore issued a priority action notice. The provider must take immediate action to address this issue.

People who run the setting do not follow the relevant ratios or deploy staff effectively. They have faced significant changes and challenges and have identified the areas where development is required. However, they told us they have experienced recent recruitment and retention difficulties. As a result, they have not been able to ensure that staffing meets the expectations of the regulations and national minimum standards. The people who run the setting mostly maintain the recommended adult: child ratios by closing the baby room however, this did not happen on the day of the inspection. We viewed a sample of care staff and children's registers which record staff and children's arrival and departure time at the setting, however, the registers do not accurately reflect staff deployment or movement within the setting, including staffing breaks or when they leave for school runs. Therefore, we cannot be confident these were isolated incidents. We have therefore issued a priority action notice. The provider must take immediate action to address this issue.

As a result of insufficient staffing ratios, care staff were unable to physically fulfil their roles. In the pre-school room we saw some children were left upset and crying without quick intervention from care staff. This resulted in many children's needs not being met. Care staff did not provide interesting tasks and challenges to children, resulting in them becoming bored and restless. This was observed to have a negative impact on the children in the pre-school room. There was no adult led intervention to encourage children to further



develop their play and learning. As a result, children's behaviour was at times challenging. Resources provided for activities were sparse and did not provide for children's creativity, imagination or skills development. We have therefore issued a priority action notice. The provider must take immediate action to address this issue.

People who run the setting have undertaken supervision discussions with staff to talk about and record their welfare, practice, training needs, safeguarding and professional development but have not conducted formal appraisals. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. However, most of the staff spoken to said they feel supported in their role.

People who run the setting have an up-to-date statement of purpose that accurately reflects what the setting has to offer, allowing parents to make an informed decision about the care their child receives. Required policies, records and procedures are in place, contain the relevant information and are generally reviewed. People who run the setting ensure that communication and engagement systems with parents are adequate. They generally keep parents informed by using an electronic app. People who run the setting have a good understanding of their responsibilities to promote the Welsh language. They meet the obligations of the Active Offer of the Welsh Language.

### 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
27	The Responsible Individual has failed to maintain the appropriate staffing ratios.	New
28	The Responsible Individual must ensure care staff and volunteer suitability checks are completed prior to working with children.	New
20	The Responsible Individual must make sure all staff are making the proper provision for the supervision of relevant children to ensure children's safety. They must ensure planning provides appropriate opportunities for children's learning and development.	New

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
30	The Responsible Individual must ensure staff registers accurately reflect staff deployment or movement within the setting, including staffing breaks or when they leave for school runs.	New
25	The Responsible Individual must ensure that unnecessary risks to the health and safety of relevant children are identified and so far as possible eliminated. Hygiene practices and procedures are not carried out well enough and could lead to the spread of infection.	New
29	The Responsible Individual must ensure that all staff receive both supervision and appraisal meetings which allows them to effectively support the needs of children.	New

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 8 - Nurture and well-being	Ensure children have sufficient opportunities to develop their independence skills enabling them to do some things for themselves successfully and to problem solve.
Standard 7 - Opportunities for play and learning	Develop a system to monitor and track children's developmental progress and use this information in the planning process of future activities.
Standard 23 - Equipment	Ensure sufficient suitable toys and play materials are available to provide stimulating activities and play opportunities for the children

	<p>in all areas of play, learning and development. These are appropriate for the ages and individual developmental needs of the children attending and promote their cultural awareness and equal opportunities.</p>
--	--

Ratings	What the ratings mean
<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.

### Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- [Inspection report survey](#)

If you wish to provide general feedback about a service, please visit our [Feedback surveys page](#).

**Date Published** 05/04/2024