



## Inspection Report

**Cylch Meithrin Beddau**

**Llys Y Cwm  
Gwaunmiskin Road  
Beddau  
CF38 2AU**

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

**This report is also available in Welsh**



**Date Inspection Completed**

08/03/2023

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## About Cylch Meithrin Beddau

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Beddau
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	<a href="#">Click or tap here to enter text.</a> This is the first inspection since registration
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.'

<a href="#"><u>Well-being</u></a>	<b>Good</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 happy, relaxed and form positive attachments with staff. They are confident and have a good sense of belonging. Interactions between the children are good. Children enjoy their play. Their independence skills are developing well.

Staff understand their roles and responsibilities in keeping children safe and healthy. They implement appropriate cleaning and hygiene practices. Staff show kind and warm interactions with children. They promote children's learning and development well through observations which feed into the planning of children's next steps.

People who run the setting ensure the environment is safe, secure, welcoming and well-maintained. The setting is located in a hall near a local primary school. It is a spacious area indoors and outdoors, which gives children a free flow choice of indoor and outdoor play. The resources available to children are of good quality and these are accessible to them.

People running the setting have a good vision for the future running of the service. They have good procedures in relation to self-evaluation and review the quality-of-care of the setting. People who run the setting follow good recruitment processes and professional development is ongoing and effective. Partnerships with parents are good.

Children are happy, relaxed and form positive attachments with staff. They confidently approach staff for support and comfort when they want help to wear coats and others go to staff when they want to have a story read to them. Children have opportunities to make decisions for themselves. They choose where to sit at snack times and they independently select the resources and areas they want to play. Children's needs and preferences are considered and valued. Those who are not ready to sit with others during circle time are respected to play. Children chose to have their comfort blankets with them when they got tired. They were respected to have them.

Children are confident and have a good sense of belonging. They know their routines well, such as tidying and washing hands before snack time. Children form close bonds with staff and happily sit on their laps or close to staff during story and singing times. Children develop good self-esteem. They proudly showed staff their painting work and others celebrated that they had made a meal for staff in the role play kitchen area.

Interactions between the children are good. Children show respect and care towards others by sharing well. For example, they ensured their friends had saucepans, food and utensils when they were playing together in the kitchen role play area. Children show compassion towards others. They praise each other's achievements by cheering when others reach their goals, such as riding their cars and bikes and finishing their painting work.

Children enjoy their play opportunities. They focused and concentrated for a good length of time listening to stories in the quiet reading area and answered questions about the characters in the book. Children are excited about their play. They excitedly used lollipop sticks, cotton wool, paint brushes and other resources to paint on a large piece of material and on a tuff tray. Children play alongside each other and take turns. They eagerly rode their cars and bikes, followed chalk tracks and had a race. Children enjoy experimenting and exploring. They played with musical toys and enjoyed the climbing area and slide. Children who were on their first visit to the setting settled immediately and felt at ease with the staff, children and their new environment.

Children's independence skills are developing well as they have opportunities to become independent. During snack time, children independently poured their own water and milk into cups and milk into their bowls of cereal. Those who could wear a coat independently did so with ease, whilst some children had support from staff.

## 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 ensure they use appropriate personal protective equipment (PPE) to prepare foods and to assist children. They implement and record daily cleaning routines. Staff ensure tables are sanitised before children have their foods. They provide a good healthy choice of fruits, cereals, water and milk and have a good awareness of children's dietary requirements and allergies. Staff follow daily risk assessments and supervision of children indoors and outdoors is effective ensuring all children are safe. Discussions with staff demonstrated that staff understand the need for good safeguarding practices, and they understand the procedures to follow if there was a child protection or safeguarding situation. Staff keep records of incidents and accidents, and these are signed by staff and parents.

Staff show kind and warm interactions with children. They engage with children in a quiet manner and engage in conversations with them about their family members. Staff are good role models. They prepared an activity outdoors using a zebra crossing and a road to demonstrate road safety. Staff effectively praise children for their achievements. They thanked children for tidying and sharing their spoon during role play; and praised children for pouring their milk successfully.

Staff promote children's learning and development. They observe the children's 'all round' development through play, and plan for their future next steps according to their abilities and interests. Staff know the children well and implement positive behaviour strategies. Staff mostly promote the Welsh language through conversations about colours of paint, singing and play; where staff encouraged children to count to five in Welsh, and through reading at story time. However, this could be developed further in relation to language, mathematical and problem-solving skills and further questioning by staff to enhance the children's curiosity and further development. Staff encourage children to wear coats and to peel their fruits such as a banana without support but help when needed. There are procedures in place for additional learning needs. Staff have had training on the recent 'Curriculum for Wales' and the new Additional Learning Needs (ALN) framework.

## Environment

Good

People who run the setting ensure the environment is safe, secure and well-maintained. There is a secure metal fence around the outdoor area. The gate outdoors is locked at all times and there is a buzzer system for visitors and parents who wish to access the setting. There is a record of visitors to the setting and staff check visitors' identification on arrival. People running the setting regularly update robust risk assessments. They update maintenance and fire checks and record regular fire drills.

The setting is located in a hall near a feeder primary school. It is a spacious area indoors and outdoors which gives children the freedom to play indoors and/or outdoors. The environment is welcoming with colourful displays of children's achievements, giving them a sense of belonging. The environment gives children the privacy and dignity needed when changing and toileting. The toileting facilities promote independence with aids such as potties and steps and liquid soap and paper towels for washing and drying hands. There are tables and chairs which are suitable for the children's ages and stages of development, which children use in social situations such as food times and for tabletop activities.

The resources available for children are of good quality and these are accessible to children. People running the setting ensure children have access to resources which promote children's language, creative and physical development. They have bilingual books, a range of mark making resources and imaginative play such as the mud kitchen and indoor role play kitchen, small world play. Physical development resources are available indoors and outdoors. These include climbing apparatus, bikes and loose parts. However, some areas could be developed in relation to mathematical resources. There are resources that promote cultures and diversity, such as books in the reading corner and dollies in the role play and small world areas.

## Leadership and Management

Good

People running the setting have a good vision for the future service. They are eager to develop further training opportunities for staff. People running the setting have policies and procedures which they share with others. The statement of purpose is compliant with regulation, meets NMS and is a good insight into what is offered at the setting. People who run the setting ensure ratios of staff to children is exceeded and therefore they fully meet children's needs. People running the setting organise staff effectively to ensure they all know their daily roles and responsibilities. There are records of staff and children's attendance which meets regulation. People who run the setting have a good understanding of their responsibilities to protect children.

People running the setting regularly review the quality-of-care report. They regularly request views from parents and children which are positive. They create targets for the future running of the setting.

People who run the setting follow good recruitment processes and ensure all suitability checks are in place including disclosure and barring (DBS) checks for all staff and trainees. People running the setting ensure all staff have timely inductions, with regular supervisions highlighting progress and future targets for professional development. The conduct regular Appraisals for managers and staff. Staff are qualified and experienced. Nearly all staff have gained the paediatric first aid qualification. Most staff have gained safeguarding and child protection training and hygiene practice certificate. There is a very close relationship between the staff which has created a happy workplace ethos. Staff feel very supported and expressed that they feel as a part of a family at the setting and have good pastoral care. People running the setting inform Care Inspectorate Wales of changes to the setting including staff changes, statement of purpose and the self-assessment of service statement. (SASS)

Partnerships with parents are good. People running the setting engage with parents via social media platform and share comments and pictures regularly. They send termly reports to parents on children's progress and share policies via email. Parents are very happy with the setting. They told us *"Staff are excellent, friendly, welcoming, supportive and caring. Managers are lovely and easy to talk to."* Other parents told us *"My child is always happy going in and coming out, every day. They do fun activities and keep us updated with pictures."*



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

R1 Develop the use of the Welsh language to promote children's linguistic development.

R2 Ensure all staff develop children's thinking and curiosity during play and learning.

R3 To include resources which promote mathematical development.

### 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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