



Inspection Report

Cylch Meithrin Pili Pala

**Rumney R F C
Hartland Road Llanrumney
Cardiff
CF3 4JL**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

18/10/2022

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About Cylch Meithrin Pili Pala

Type of care provided	Childrens Day Care Full Day Care
Registered Provider	Cylch Meithrin Pili Pala
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	Manual Insert] 8 December 2021
Is this a Flying Start service?	Manual Insert] 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.

<u>Well-being</u>	Adequate
<u>Care and Development</u>	Adequate
<u>Environment</u>	Adequate
<u>Leadership and Management</u>	Adequate

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

Summary

Children have strong relationships with each other and with care staff. They have a good sense of belonging and express enjoyment in their day-to-day activities. They are developing good independence skills through child led learning experiences.

Care staff interact positively with the children and show understanding and respect. They know the children well and provide meaningful and interesting activities. Care staff keep children safe and implement suitable routines, policies and the majority of procedures.

The premises are secure. The environment is suitably organised and is well-equipped inside. A range of resources are maintained which promote multi-cultural awareness. Generic risk assessments are in place but not all potential hazards are identified. Regulatory requirements in relation to hazards and safety require immediate attention. As a result, the responsible individual is non-compliant in this area, and we have issued a priority action notice.

Areas of leadership and management are inconsistent, and some regulatory requirements require attention. These relate to record keeping at the setting. As a result, this is an area for improvement, and we expect the provider to take action. The newly appointed person in charge is beginning to make improvements and the team work well together. Partnerships with parents are good and they speak positively about the care their children receive.

Children are happy and settled at the setting. They have a good sense of belonging and are familiar with daily routines. For example, they arrived happy, smiling and went straight to their activities in one of the play areas. They have close relationships with each other and with care staff, which helps them feel safe and valued. Almost all children manage well when separating from their parents and carers. They are eager to see care staff and smile happily when they see and greet their friends.

Many children strive to work well with others and understand that it is sometimes necessary for them to wait their turn. For example, children waited for their turn to take their place on the mat during a group carpet session. Most behave well and listen carefully to instructions, such as when tidying the paint and role play resources. Most children develop a solid understanding of what is right and wrong by complying with rules when using equipment that can affect their safety.

Most children enjoy their play and learning activities. For example, the children had great fun role-playing in a shop. Others spent a considerable amount of time at the 'hairdresser' playing the roles of customer and hairdresser. During this time, we heard them developing meaningful vocabulary and dialogue. Children use problem solving skills when playing freely and we saw them persevering to build a tower in the most effective way. Most children respond with excitement and curiosity when playing in the various areas.

Almost all children move freely from one activity to another, full of excitement, and choose activities that interests them. For example, one child chooses a book, goes to sit in the quiet area before turning the pages and follows the story independently. They are keen to join in and contribute during circle time and are proud of their achievements. Many children, wear an apron to paint and their coats before going outside. As a result, the majority of children develop their independence skills well.

Care staff pay some attention to the health and safety of the children. They have adequate procedures in place, and they implement most policies. Care staff make good use of procedures to prevent the spread of infection. For example, they encourage children to wash their hands before eating. They disinfect eating areas and wash their hands regularly. They do not fully follow the setting's policies and procedures for accidents, incidents, and medicines in relation to record keeping. All care staff have recently received relevant training on child protection and are familiar with the procedures to follow if there are any concerns about children. Care staff successfully promote healthy eating and keeping fit. For example, they give children opportunities to exercise daily.

Care staff have a close and warm relationship with the children, and they treat them with care and respect. They follow the 'promoting positive behavior policy' and set a good example of positive behavior by taking every opportunity to praise the children. For example, children are given constant encouragement and praise for trying to dress themselves. Children are encouraged to be polite by saying 'diolch' at mealtimes. Care staff understand how to prevent feelings of frustration and conflict. For example, by coming down to the child's level when speaking, modeling for the children by discussing and using phrases such as "*Cofia, dwylo caredig*" (*Remember, kind hands*) and "*Dyma sut i ni'n bod yn garedig*" (*This is how we are kind*).

Care staff have a good knowledge of play-based learning and have relevant childcare qualifications. They plan suitable activities to develop a range of skills and they support children well in their play. For example, as the children paint, a staff member questioned the child about the colors and shapes. Care staff receive significant support from Flying Start advisors and respond well to their input. This has supported care staff to develop a range of new and exciting activities for children. These include research, construction, small world, and creative areas. Care staff constantly evaluate the areas in order to enrich them and ensure progression in the skills being developed. Care staff know the children well and are familiar with their likes and dislikes. As a result, they meet children's needs effectively. A key worker system is in place to assess and track children's progress. However, not all policies are consistently followed in relation to the key worker informing parents about their children's daily routines. Care staff promote children's understanding of cultural backgrounds and various traditions. For example, they learn about Diwali and the Chinese New Year.

Environment

Adequate

The responsible individual ensures the premises is secure by locking the external doors. Visitors are asked to sign in and out, including arrival and departure times. Care staff also sign in and out of the building, but do not record breaks. Daily checks are completed to reduce risks that have been identified in risk assessments. The risk assessment for the building provides basic information and identifies some potential risks for children and what measures are in place to manage the risks. However, they are not completely effective as they have not been reviewed in detail and do not recognise some risks. For example, two accidents have been recorded involving exposed radiators and pipes and the risk assessments do not identify these risks. There is a valid gas safety certificate. Safety certificates provided for portable fire equipment and electrical check are not valid. Fire alarm checks and portable appliance testing (PAT) which form part of the building's risk assessment have not been made available. Care Inspectorate Wales (CIW) cannot be assured that the leadership team complete and review the relevant safety checks in a timely manner. This has potential to impact on children's safety and well-being and we have therefore issued a priority action notice.

The setting is located in a large rugby club hall which provides plenty of space. Care staff organise different areas for children's learning and development. Children eat their lunch in a separate hall. There are adult-sized toilets and sinks; equipment is provided to enable children to use them appropriately. For example, there is a small step for children to wash their hands independently. Changing facilities are clean and cater for the children's age, as well as their privacy and dignity. Building maintenance is adequate. Care staff work hard to make the environment as child friendly as possible. They use curtains, fabrics, and mats to help create welcoming areas for children. A divider is used to restrict access to the stage and storage area which is accessed using a safety gate. As the setting must vacate the building every weekend all resources are packed away and there are no permanent children's displays. Children's work and pictures are displayed on the back of furniture and hung on string. As a result, the main hall's environment is welcoming to children.

Leaders ensure the indoor environment offers a wide variety of play opportunities to promote children's overall development effectively. There is currently no outdoor area for children to access independently. However, care staff ensure access to the outdoors for children by using nearby fields in the surrounding area. During these times, boxes of resources are used which have been purposely arranged for outdoor activities. Care staff provide stimulating play areas within the main hall and ensure resources are within reach of children. For example, there are tools for children in the construction area which are stored in boxes on the floor and a low level bookcase to store books. This develops children's independence well. There are beneficial opportunities to develop fine motor skills through the use of real resources and mark making equipment.

Leadership and Management

Adequate

Leadership and management of the setting is inconsistent. The newly appointed person in charge is an experienced practitioner and is settling into her new leadership role at the setting. However, the induction process for the person in charge and monitoring of this role is underdeveloped. Leaders ensure the statement of purpose complies with relevant regulations and meets national minimum standards. There are suitable policies and procedures in place. However, record keeping requires improvement. This is because medication administration records are not available. Parents tell us that medicines have been administered for their children in the past and that they have filled a permission form. There is no procedure for recording children's injuries that already exist. Accidents and incidents are recorded but some are not recorded correctly and are missing information. Accidents and incident records are not reviewed in order to take necessary actions. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Leaders notify CIW of notifiable events but not consistently within the required timescales.

Leaders manage staff appropriately. They hold regular supervision and appraisal meetings. However, the quality of these is inconsistent and a minority of staff feel it has not always been a valuable process. Staff are very positive about the future and feel confident that the newly appointed person in charge listens to their views and supports them in their role. In a short period of time, they have built a strong team spirit and work very well as a team. All staff told us they are happy in their work and now feel a sense of team spirit. Care staff are confident and clearly passionate about their work. Many are working to gain more qualifications to develop their roles. Care staff have completed mandatory training including recent safeguarding training. This training is beginning to have a positive impact on safeguarding systems at the setting.

The setting has a process of self-evaluation and improvement. The quality of care report is reflective and identifies areas of strengths as well as areas to develop by considering views of parents. This document is shared with parents, CIW and other agencies; however, it is not available in Welsh. Leaders and care staff benefit from the support and advice of Flying Start professionals. The setting draws on this support, self-evaluation and produces an action plan. However, this process is not fully developed as actions are not always evidenced and monitored consistently by the leadership team.

Partnerships with parents are good. Parents are complimentary of the setting and speak highly of care staff and the support their children receive. They feel informed about their children's development and progress. Care staff share information via a private app and parents attend parents' evenings. However, they were unclear if their child currently had a key worker. Many parents told us they felt staff had supported their children's individual needs.

Recommendations to meet with the National Minimum Standards

- R1. Ensure the key worker system is followed consistently.
- R2. Ensure care staff registers records break times.
- R3. Ensure the RI oversees the setting robustly and supports the person in charge to fulfil the requirements of their role.
- R4. Improve the quality of supervision and appraisal and ensure the new person in charge is given a robust induction.
- R5. Ensure all documentation is available bilingually.

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
25	The responsible individual failed to carry out robust risk assessments for all areas of the setting and they do not identify all risks to children effectively. They failed to ensure that all safety checks, many of which are identified in the risk assessments for the environment, had been completed and checked in a timely manner. The responsible individual must take all reasonable steps to ensure the environment is free from avoidable risk and ensure all safety checks are in place. They must ensure risk assessments are effective in identifying risks to children and that prompt action is taken where required.	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 has failed to ensure that accurate records for accidents, incidents, pre-existing injuries and medicine administered are kept. They must ensure accurate records are consistently maintained.	New

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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