



Inspection Report

Cylch Meithrin Parc y Werin

**City & County of Swansea
Parc y Werin Pavilion
Brynawel Road
Swansea
SA4 4UX**



Date Inspection Completed

13/09/2023

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About Cylch Meithrin Parc y Werin

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Parc y Werin
Registered places	20
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	[Manual Insert] First inspection following registration
Is this a Flying Start service?	[Manual Insert] No
Does this service promote the Welsh language and culture?	This service provides the Welsh language "Active Offer" and significant effort is made to promote the use of the Welsh language and culture.

<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 are happy and confident in communicating with other children and staff. They have settled well and are comfortable playing with others. They enjoy their learning through a range of activities. Children are given opportunities to develop their confidence and independence and are happy to receive support when needed.

Staff support children to have happy play experiences. Although the majority of staff understand their responsibilities to keep children safe, not all staff at the setting are confident with regards to the safeguarding procedures and this is an area for improvement. Staff know the children well and provide a schedule of appropriate themes, but they need to develop next steps for the children so that they can develop effectively.

The people running the setting provide an adequate environment and children move around the premises confidently. The resources and provision are age-appropriate and well-maintained. However, some health and safety improvements are required.

Overall, leadership and management are satisfactory. There are policies and procedures in place and many aspects of the setting are managed appropriately. Staff are happy and work together well. However, staff files is an area for improvement and there is a recommendation to develop the process for regular staff supervision. Parents praise their children's care and appreciate the effective communication.

Well-being

Adequate

Many children communicate happily as their wishes and needs are considered. They are given some opportunities to make choices and decisions about what affects them. For example, they enjoy opportunities for free play and choose their resources. Overall, the voice of the child is a good element and we saw children asking for activities and their wishes being respected.

Many children feel safe and happy. They cope well with being separated from their families. The small number of children who are new to the setting receive support from staff and settle after a while. Many children have settled in well and are familiar with the daily routine. For example, they wait in a line to use the toilet or to go outside. Many children have a sense of belonging and develop good relationships as they mix with their friends and staff.

The interaction between the children themselves and with staff is consistent, with many of them communicating happily and enthusiastically. Many children are enthusiastic to play with others.

For example, we saw children taking turns, sharing and counting when participating in a block building activity.

Children are given freedom to explore the indoor environment and enjoy moving around the groups. For example, a group of children were working together and discussing while playing with bricks in the construction area and others came to join in with drills and a concrete mixer to contribute to the task. Many children enjoy taking part and can choose a learning area, a tabletop activity or to play on the mat. They are engaged in their play and are willing to attempt tasks. At the table, children are given opportunities to follow the monthly theme by experimenting with paint, feathers and glue when decorating plates.

Many children enjoy making decisions and completing activities and tasks with support or independently, for example, completing a puzzle. Children can access their water flasks at all times and enjoy the freedom to get a drink.

Many children are given appropriate opportunities for their age and development, which promote their overall development. This enables them to pursue their own interests. For example, playing with dolls in the role-play area. Many children are independent and can do things for themselves. For example, when eating their snack and lunch, using the toilet and when washing and drying their hands.

Care and Development

Adequate

Many staff understand most of the policies and implement them consistently. Overall, they promote healthy lifestyles, safety and the children's personal well-being. Staff manage risks as part of their everyday work and are conscious of their own safety and the children's safety. Accident and incident logbooks are completed. They also record medication administration details on confidential software through an app for parents. They have a child safeguarding policy as well as posters and contact details for safeguarding procedures. However, few staff were confident to discuss the process and show clear understanding of safeguarding procedures. As a result, this is an area for improvement and we expect the provider to take action to ensure staff safeguarding training is purposeful and effective for the setting. Many staff communicate daily routines consistently and collaborate effectively to support children to tidy, prepare for their snack, use the toilet and wash their hands. There are cleaning and hygiene practices and procedures in place. For example, staff wear gloves and aprons and provide food such as toast and bananas with serving equipment. They have nappy changing procedures and keep accurate records. They understand their responsibilities to protect children with allergies and we saw clear information about those that are given particular attention. Staff manage children to staff ratios effectively during pick up times and when taking children to school.

Staff interact with each other and with children consistently. They are kind and show interest and respect. Many staff are sensitive to the needs and experiences of individual children and are good role models. For example, *“Chi moen mynd i chwarae?”* (Do you want to go and play?) *“Da iawn ti.”* (Well done). *“Dewch i sefyll mewn rhes.”* (Come stand in a line). *“Ti ishe mynd i'r tŷ bach?”* (Do you need the toilet?) However, few staff are confident to communicate through the medium of Welsh. But all staff strive to ensure that children hear the Welsh language through music and singing activities. Staff establish practices to develop the children's understanding of good and consistent behaviour. They encourage children to say 'please' and 'thank you' during snack time and lunch time.

Many members of staff are experienced and have a good understanding of child development. They are aware of diversity issues and promote the children's rights. They promote the children's independence by encouraging them to use the toilet, and wash and dry their hands. Staff praise the children when they complete and follow these practices independently. Staff work together to provide a range of activities according to the term schedule. For example, a height theme, a pizza-making theme and developing children's skills of how to hold a pencil. However, during the visit, there was no evidence of observations nor of children's interests to link to the planning process in order to establish the next steps in the children's individual development.

Environment

Adequate

The people running the setting have satisfactory measures and policies in place to ensure that everyone is aware of their responsibilities to ensure the children's safety and welfare. Overall, they try to ensure that the indoor environment is safe and the main premises is locked at all times. The setting is located within a community building. But the setting is the sole user of the site during daytime hours which ensures an additional level of security. Risk assessments are available and these are reviewed annually or when required. However, most of the risk assessments are generic with no clear purpose or evidence of detailed checks of the setting's environment or events. The people running the setting conduct fire drills and undertake fire procedures and ensure that fire provision and equipment are serviced and recorded regularly. As a result, children have the freedom to move around their indoor learning areas independently. The setting has a shaded outdoor area by the main entrance. The area is locked when children are playing outside. The space is small and limited in terms of resources and opportunities to develop further physical skills. As a result, the people running the setting said that they use the park surrounding the premises to go for walks, and they have a risk assessment for this practice. The people running the setting maintain the correct documentation such as a visitors' book, children's register and staff signing-in record. They manage numbers and staff to children ratios accurately and supervise the children well.

The people running the setting provide an indoor environment which includes an office to keep records confidential and a kitchen which is sufficient for preparing snacks. However, the main play and learning room looks tired and has not been redecorated for some time. Overall, the people running the setting ensure that basic cleaning arrangements are in place. They have adequate infection control practices and minimise any risks to the children's health and safety. There are sufficient toilets on the premises for the use of children and staff. However, during the visit, only one toilet was being used by the children instead of the number available at the setting. As a result, children had to wait to use the toilet while others were washing their hands.

The people running the setting provide a good range of resources to spark the children's interest. Resources are adequate and are set out within the children's reach. Additionally, a variety of further resources are kept in storage, in order to rotate resources for children. The resources and toys are appropriate to the children's ages and stages of development. For example, puzzles, painting and craft equipment, books, dress up clothes, small world resources, dolls, wooden resources and bicycles.

The people running the setting work closely with the staff to ensure they provide consistent care in accordance with the regulatory requirements. They do this by providing clear policies and a statement of purpose which reflects the setting, in accordance with the National Minimum Standards. These are reviewed annually. Overall, the people running the setting show an understanding of most of the regulatory responsibilities and ensure that all documentation is well-organised. During our visit, we saw accurate child records, and an information board for parents which includes insurance details, checks and current service certificates.

The people running the setting evaluate the care appropriately and introduce improvements following the process. They complete an annual quality of care report and collate the views of parents, children and staff.

The people running the setting ensure that staff are given support in order to maintain a happy and positive workforce. They have developed a collaborative relationship which allows them to provide purposeful and happy experiences to children. The people running the setting have a satisfactory induction system. However, they did not have fully-completed staff files. Consequently, this is an area for improvement and we expect the providers to take action. The people running the setting follow an effective appraisal process and we saw a sample of annual documentation which shows opportunities for further development amongst the staff. The supervision process was more informal, but the people running the setting said that they are developing the system in order to formalise regular meetings. Staff said that they are happy and receive continuous support to undertake training. They can see that they benefit from the appraisal process and recently enjoyed a joint paediatric first aid training course. The people running the setting are conscious that many members of staff lack confidence when using the Welsh language. They are eager to support the staff further, as part of efforts to develop the team's skills as well as improving the quality of care and the setting.

The people running the setting have good partnerships with local schools as they offer transport services. They have also established strong and effective links with professionals. Parents said that they are very happy with the setting and that the staff are pleasant and provide loving care to their children. Parents were complimentary about the way in which information is shared on the secure app and said that their children had settled quickly and were very happy.

Summary of non-compliance

Status	What each one 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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22	The provider must ensure that staff safeguarding training is purposeful and all staff understand the setting's safeguarding procedures and who to contact in the event of any allegations of abuse or neglect affecting a relevant child.	New
28	The provider must ensure that all staff files include the two references and full employment history.	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 will highlight these as Recommendations to Meet National Minimum Standards.

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

National Minimum Standards	
Standard	Recommendation(s)
Standard 7 - Opportunities for play and learning	Ensure that what children do is observed and recorded to help plan the next steps for the children's play, learning and development
Standard 22 - Environment	Ensure that sufficient toilets are used for the number of children registered, always ensuring privacy to children.
Standard 22 - Environment	Ensure that the general cleanliness and decoration of the indoor play space is maintained.
Standard 24 - Safety	Ensure that safety is promoted throughout the setting and that all risk assessments are purposeful.
Standard 13 (Day Care) - Suitable Person	Formalise staff supervisions and ensure these are carried out regularly.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Ensure staff are supported to develop their confidence in the use of the Welsh language.

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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