



Inspection Report

Cylch Meithrin Maesincla

**Ysgol Gynradd Maesincla
Caernarfon
LL55 1DF**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

21/10/2021

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About Cylch Meithrin Maesincla

Type of care provided	Children's Day Care Full Day Care
Registered Person	Manon Gwynedd
Registered places	26
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	30 January 2018
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	Yes 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.

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 have good opportunities to make their own decisions. They have a range of interesting activities to develop their play and learning. They interact well and are developing their independence skills enabling them to do things for themselves successfully.

Staff understand and implement policies and procedures to promote healthy lifestyles, physical activities, personal safety and well-being. They are good role models and plan interesting and varied activities to ensure children learn and develop well.

People who run the service have effective measures in place to ensure staff understand their responsibilities in relation to the safety and welfare of children. The environment is welcoming, clean and provides plenty of space and good quality, varied resources to promote children's play, learning and development.

People who run the service have a strong vision and make sure staff are qualified, experienced and work well as a team. They complete detailed quality of care reviews and have effective partnerships with parents, the school and professionals, for the children's benefit.

Well-being

Children have good opportunities to choose for themselves and play with what they want and with whom. Their interests are valued and acted upon. For example, when asked, staff read a story to a child in the quiet, cushioned area. Children have a voice and decide whether they want to play inside or outdoors and their choice is respected.

Children are heard happily chatting to staff and settle quickly into the daily routine. For example, they wash their hands as soon as they arrive and before they start playing. Children form strong bonds of affection with staff and naturally hold their hand when they want help or reassurance.

Children are learning how to interact positively with their friends and staff. For example, they play nicely alongside each other, sharing resources and taking turns. They are encouraged to use good manners by saying please and thank you. Children are learning how to show respect by addressing staff as 'Miss' when talking to them.

Children are active and enjoy their play and learning experiences. They have fun playing an interactive game and call out excitedly when managing to ride a scooter on their own. Children concentrate on carefully de-seeding a pumpkin ready for their Halloween celebration. They smile broadly and laugh when they show staff their painted hands in the craft activity. Children persevere and manage their own risks. They determinedly work their way through the climbing frame outdoors and look proud as they use the slide at the end.

Children are learning to become independent. They try and put on their coats before going home and try their best to wash their hands properly, supported by staff. Children have opportunities to play imaginatively in the home corner indoors or the mud kitchen outside. They have plenty of opportunities to develop their language skills through the many conversations they have with staff.

Care and Development

Staff understand their role in keeping children safe. They follow detailed Covid-19 procedures and know what to do if they have safeguarding concerns about a child.

Staff have current first aid certificates so they could administer basic first aid if needed. They complete daily attendance registers along with records for accidents and incidents. Staff promote good health and hygiene. They make sure children are provided with healthy snacks and drinks and plenty of outdoor play. Surfaces are cleaned before and after eating. Staff and children practice fire drills so they should know what to do in the event of an emergency.

Staff engage positively with the children and meaningfully praise them throughout our visit. For example, they enthusiastically say 'wow' when a child does something well and 'well done' when a child achieves their goal. Staff consistently promote good manners and are good role models. They sit alongside children as they play and talk to them in a caring, gentle voice.

Staff use their observations and keep written records of the children's progress in order to plan their next developmental steps. They promote learning as they sit alongside them participating in the daily activities. For example, they talk about the textures they are using and name the colours as they paint. Staff make learning fun and keep fit alongside the children during a physical activity. They sing songs and dance to the music, with plenty of smiles and laughter shared. Staff fully understand and follow effective procedures to support children with additional learning needs. They work very well together as a team to meet all of the children's needs successfully.

Parents commented positively about staff and their support of the children during the pandemic. They appreciated being kept up to date through the 'app' used by staff to share information about their child with them daily.

Environment

People running the service ensure the premises are clean, safe and secure by implementing daily cleaning and safety checks. Locked and coded exterior doors and an enclosed outdoor play area, secure the premises from unauthorised access. There is a detailed checklist visitors complete before being admitted, in-line with Covid-19 procedures. Visitors are also required to sign in and out. These systems demonstrate a strong commitment to making sure children and staff are protected.

People running the service ensure children have plenty of space to move around in a secure, welcoming and organised environment promoting their development. They make sure children feel a sense of belonging as their craftwork is displayed and they have their own low-level pegs to hang their personal items. The layout and design of the environment promotes children's independence and meets their needs. For example, there is a nappy change area along with low level toilets and hand washing facilities. There are interesting play and learning areas, which are easily accessible to children. The door is left open so children can play indoors or outside and the messy play room is well set out for children to experiment and learn. The main playroom and all areas are light, brightly decorated and well set out with a wide range of resources to encourage children to explore and learn through play.

People running the service ensure children have a broad range of clean and well-maintained resources. These encourage children's natural curiosity to learn and develop through play. For example, resources such as the household tongs in the mud kitchen, aid the development of children's fine motor skills. A colourful, well kitted and bright sensory activity invites children to use all of their senses and explore. Activities to encourage children to be imaginative are well stocked and furnished. There is a good choice of toys and equipment made out of wood. Throughout the service, plenty of suitable, age appropriate toys and equipment maintain and nurture children's interest in play and learning.

Leadership and Management

People running the service are motivated and ensure the service provides positive and successful outcomes for children. For example, there are strong and established procedures for tracking children's development and planning their future learning. People who run the service ensure they meet with regulations and standards. The statement of purpose gives parents information about the service so they can decide whether it suits their and their children's needs. People who run the service fully meet the obligations of the Active Offer of the Welsh language as staff are fluent in the language and all policies, procedures and information are available in Welsh. Policies and procedures focus on children's needs, they are updated when required and understood by staff.

People running the service undertake a detailed review of their service annually and produce a report. Feedback received and noted in the report was extremely positive about the service provided. Organisations using the service commented on their excellent relationships and how well staff helped them to ensure children had the best opportunity to develop to their best ability. Parents who completed our CIW questionnaires noted how well staff communicated with them, they would recommend the service to others and 'all staff are brilliant'. Positive and beneficial improvements made for children include the development of their outdoor play area. There are further improvements in hand to extend the outdoor play area in the near future. These changes show a commitment to providing children with significant benefits to their development and learning in the fresh air.

People running the service support staff in their roles. The person in charge is on hand daily to assist staff and confirmed significant information was shared as a team before sessions started. She agreed to keep more written details about these meetings and to record her individual discussions with staff. The registered person works on site and is always willing to offer support and guidance when needed.

Staff files are in place and the ones examined complied with regulation, including current Disclosure and Barring service clearances. A staff training matrix was kept, demonstrating they kept up to date with mandatory first aid training with most also having attended safeguarding children training. Many of the staff team attend courses such as Makaton, The Incredible Years and ELKLAN, all of which extend their knowledge in the care of young children. Staff work extremely well as a team to ensure the smooth running of the session. Those spoken to agreed they completely enjoyed their roles and working at the service.

People running the service promote positive partnerships with parents. They keep parents up to date on a daily basis through verbal communications and via an 'app'. Parents work in partnership with the service when additional needs are identified. This makes sure children have the support they need from the onset. With the service located within the school, children are already familiar with their surroundings.

Recommendations to meet with the National Minimum Standards

R1. To keep records of individual supervision meetings with staff.

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
N/A	No non-compliance of this type was identified at	N/A

	this inspection	
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