



Inspection Report

Cylch Meithrin Aberystwyth

**Canolfan Integredig Mudiad Meithrin
Boulevard St Brieuc
Aberystwyth
SY23 1PD**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

17/11/2021

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About Cylch Meithrin Aberystwyth

Type of care provided	Children's Day Care Full Day Care
Registered Person	Alison Bradley
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	25 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.

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

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

Summary

Children are confident, happy and enjoy their time at Cylch Meithrin Aberystwyth. They have a lovely sense of belonging and develop positive relationships and friendships. Children have good choices and make effective decisions about what they want to do. Children's interactions are warm, and they express enthusiasm and enjoyment in their activities. They feel settled and safe, forming strong bonds of affection with care staff.

Care staff understand and implement policies and procedures to keep children safe. They are well qualified and are kind towards children, providing positive interactions to ensure they feel valued and happy. Care staff fully meet the needs of the children.

The children receive care in a safe, clean and secure environment. Care staff have identified and as far as possible eliminated unnecessary risks to children. There is sufficient space and facilities for children to play and learn. The environment promotes children's independence and is well maintained and decorated.

People who run the setting manage a well-organised service. They ensure staff actively attend training and development. They manage recruitment processes well. People who run the setting organise care staff and follow their policies and procedures well in order to meet the needs of children. Partnerships are very good. Welsh is the main language used and the service provides the Welsh Language 'active offer'. We have made two recommendations and these are listed at the back of the report.

Children are comfortable and relaxed at the setting. Children arriving at the setting are confident to leave their parents. Their friends greet them and they soon join in with the play activities. Children are delighted and express enthusiasm and enjoyment. For example, they show us how they explore their play area and make choices about what they play with. A child demonstrates how they make a cake using the stickle bricks and then excitedly shares it with another child, "*Cacen penblwydd i brawd ti*". Children are listened to and their requests are responded to in a timely manner. For instance, during lunchtime a child's request for more dinner was given to them straight away.

Children are familiar with the daily routines and this gives them a sense of security. They wash their hands before eating any food. After their free play, children help tidy away the toys and sing, "*Amser tacluso yw hi nawr*". They approach staff with ease to make requests, for comfort or reassurance and to share stories about their families. Children's interactions are positive and they are praised for their achievements and efforts. Children are polite and they practice using good manners. They are learning to share and take turns well. For instance, when playing outside, children take turns on the slide and ride on toys; others played for a sustained period taking turns imagining they are chatting on the role-play telephone.

Children enjoy their play and learning, as there are plenty of activities to choose. A child is engaged as they look through the pictures of a storybook in the reading area, while others play with the building blocks explaining, "*Fi'n adeiladu Dadi a Taid*". They move freely from one area to another when they wish to play with something different. Children are developing their imagination well through role-play. They are beginning to understand about kindness and empathy. For example, during circle time, the children sit and listen carefully to a story about bodies being all different and special and something to celebrate and be proud.

Children are developing their independence skills well. They peg up their personal belongings with perseverance. They use the toilet facilities independently and wash their hands afterwards. Children have a strong voice, choosing water or milk at snack time and helping to choose which story they would like for circle time. Children are learning to do things for themselves with lots of praise from staff.

Care staff work together very well to meet the needs of children effectively. They understand how to keep the children safe and healthy. Care staff implement effective policies and procedures, and have reviewed the setting's procedures in accordance with the guidelines relating to Covid-19. Care staff have sound arrangements and training in place for safeguarding children. The safeguarding policy clearly sets out the procedure to follow when care staff identify a safeguarding concern. Care staff clearly demonstrate that they follow the procedure outlined in the policy consistently. The safeguarding policy includes reference to the prevent duty, however care staff have not attended prevent duty and radicalisation training. The care staff receive the latest training on paediatric first aid. They hold regular fire drills, ensuring that everyone involved knows how to leave the site safely in an emergency.

Care staff understand their roles and responsibilities for keeping the children safe and healthy. For example, they make sure that children wash their hands before food and put their hand over their mouths when coughing. Discussions with care staff show that they understand the behaviour policy and consistent behaviour management strategies are in place. They intervene appropriately and calmly when children have a disagreement. Care staff manage interactions in a warm, friendly and gentle way. They praise the children for their efforts with positive language and encourage them to be polite and say "*please*" and "*thank you*". Care staff create social periods for the children, including at meal times, and are a good example to the children as they speak kindly and respect each other. They offer children opportunities to play regularly in the fresh air. Parents told us that their children speak highly about the care staff.

We saw care staff playing alongside the children and encouraging positive interaction. Care staff consistently praise the children and encourage them to play and work together. They listen to the views of children and respect them. We heard interactions between care staff and children showing kindness and warmth. Care staff listen attentively to children's stories and develop their understanding through appropriate questioning. We saw care staff respond lovingly to the children; they cuddle, embrace and make sure they meet their basic needs. The setting provides healthy cooked meals using an outside agency for most children, while the person in charge and care staff work closely with the other parents to encourage the families to provide healthy lunch boxes.

Environment**Good**

The environment is safe, clean and in good condition, which provides a safe and comfortable place for children to relax and learn. The setting is secure and locked. People running the setting maintain a good environment to improve children's experiences. The people who run the setting have identified risks and take action to reduce or remove these.

Risk assessments are in place and staff follow them. This ensures that care staff know which areas are not entirely safe for the children, such as the kitchen area. Care staff also check daily risk lists; record maintenance checks and keep a list of visitors to the setting. On arrival at the setting, we had to sign the visitor's book and show our identification. Emergency procedures, fire and good infection control measures are in place.

The setting is very suitable for children's play and learning experiences, and care staff make good use of these areas, offering a variety of experiences. The environment is light, bright and airy. The windows are open to ensure sufficient ventilation. At the setting, there is one large play space with easy access to toilet facilities. There is a secure area for the children to play outdoors. Play and learning areas have sufficient resources to ensure care staff can offer stimulating and exciting activities for the children.

The resources, toys and books are suitable, clean and in good condition, enabling staff to prepare activities confidently. People who run the setting and care staff display colourful and appropriate Welsh posters and children's artwork. This gives the children a sense of achievement. The toys and resources are stored at children's height; promoting children's independence as they help themselves to these items. There is a wide variety of toys and resources, which include a role-play kitchen, dolls house, garage, blocks, train tracks, reading books, jigsaws, farm animals and threading activities.

Leadership and Management

Good

People who run the setting are knowledgeable about existing childcare practices, and this is set out in the easily understood and comprehensive statement of purpose. They update their policies and procedures as required and share with all staff. This ensures that everyone is familiar with all processes to follow.

The person in charge takes regular photographs of the children participating in their activities. They keep photographs of children's work in scrapbooks, which are sent home to the parents when the children transition to the local primary school. However, there is no formal planning of focused tasks or activities for the areas of learning. As a result, there is no formal record of reflection on observing and evaluating children's understanding and determining next steps.

Care staff are happy in their jobs and are aware of the management structure, and know who to contact if they need help. Parents told us that care staff were friendly and always willing to help. A completed quality of care review is in place, which considers the views of service users and identifies ways for future development. Care staff recruitment is robust. We looked at care staff files and found that all checks had been made to ensure that they were suitable to work with children, including current DBS checks. Care staff present during the inspection worked well as a team, all of whom were aware of their roles and responsibilities and led the children appropriately. As a result, children love the care provided by enthusiastic staff.

The people who run the setting undertake regular and meaningful supervision sessions that support care staff with their role, learning and development and any performance problems that may arise. The person in charge organises staff appropriately to supervise tasks and activities effectively and support the children. There are effective reserves for staff absences.

There are positive relationships with parents and other professionals, and they contribute to the children's well-being as parents tell staff what their children have particularly enjoyed. Parents told us that they were very satisfied with the service. Parents can talk to staff about their child's care when they bring or collect their children. The parents also receive a termly newsletter and a termly progress report. The people who run the setting keep records of incidents and accidents and shares these with the parents. Regular fundraising takes place for the setting. Recent events include an online auction, sponsored walk and pumpkin competition.

Recommendations to meet with the National Minimum Standards

R1. All staff to complete the 'Prevent Radicalisation Duty' training

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R2. Complete and record formal planning of activities and include an element of reflection on observing and evaluating children's understanding and determining next steps.

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 this inspection	N/A
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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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