



## Inspection Report

**Cylch Meithrin Twyncarmel**

**Twyncarmel Chapel  
Swansea Road  
Clwydyfagwr  
Merthyr Tydfil  
CF48 1HW**

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

**This report is also available in Welsh**



**Date Inspection Completed**

19/05/2022

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## About Cylch Meithrin Twyncarmel

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Linda Davies
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	14 December 2016
Is this a Flying Start service?	
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**

Children feel safe, happy and valued at the setting. They have a strong voice as they confidently communicate their wants and needs. Children's interactions are good. Children develop, learn and are becoming independent learners.

Staff have well developed systems in place to keep children safe and healthy. They show good, nurturing and positive interactions with children. Staff promote children's development and individual needs effectively.

People who run the setting provide a very safe and secure environment for children. They ensure there are suitable areas and sufficient space for children to play and learn. There is a wide range of good quality resources appropriate for the age and stage of children attending the setting.

People who run the setting have a strong vision for the future. They manage their staff well and there is a happy, friendly working ethos between the staff. Self-evaluation is purposeful and effective. Partnerships with parents are good.

## Well-being

Children feel safe, happy and valued at the setting. As they arrive, they separate well from parents and quickly engage in activities of their choice. Children feel a sense of pride in their achievements. They proudly show staff the paintings that they have made and excitedly show that they have made a high tower of blocks saying *“Look!! So big!!”* Children respond well to praise from staff. They smile when staff compliment them for recognising their names on the interactive white board. Children have close bonds of affection with staff and form good relationships with them. They are comforted by staff when they fall over and share their feelings with staff about their likes and dislikes confidently.

Children have a strong voice. They communicate their wants and needs naturally. Children chose to play in the areas of their personal preference, such as painting, role play, ICT, looking at books and water play indoors and outdoors. Children share their views and opinions with ease. For example, they tell staff what foods they want and don't want to eat, which is respected by staff.

Children's interactions are good. They co-operate well and are actively interested in the activities and resources on offer to them. They happily share pretend food, utensils and pans as they play in the role play corner. Children show respect towards resources and follow rules well. For example, they follow instructions given to them by staff when they tell children to be careful going down the stairs to the outside area, and tidy resources when prompted. Children show respect towards each other by taking turns to use the bikes and trikes. During snack and lunch times children enjoy chats with staff.

Children enjoy their play and learning opportunities. They are enthusiastic and interested in their play and learning. For example, children enjoyed exploring the water wall and looking at minibeasts outdoors. Children have many opportunities to initiate tasks and activities as they use large construction sets to build a train and others choose to create meals and cakes with their mud kitchen resources.

Children develop, learn and are becoming independent learners. They have good opportunities to develop their independence through play and learning indoors and outdoors. They enjoy taking part in circle time songs and recognising sounds, shapes, self-registration and story time in Welsh. Some children count to ten and children enjoy practicing sounds, shapes and colours. Children help themselves to books to look at pictures, turning the pages correctly. During snack time, children recognise their names on the table mats. They take their plates and cups back to the bowl for washing. However, there were few opportunities for children to develop their independence during snack time.

## Care and Development

Staff effectively keep children safe and healthy. Their hygiene procedures are good. They follow policies and procedures in relation to nappy changing. They complete all cleaning and daily risk assessments daily. Staff sanitise tables before children eat their foods and ensure they wear appropriate PPE before preparing snacks for children. Staff are confident in their knowledge and understanding of child protection and safeguarding when questioned about potential scenarios. Incident and accident records are accurately kept. However, some did not have signatures of either parents or staff. Existing injuries are recorded and signed by parents and kept safe. Staff provide nutritious choices of food and drink for children. They provide for children's intolerances and allergies during mealtimes.

Staff interact positively with children and are good role models. They say "*Diolch*" when children share pizza with them during role play situations. Staff know the children well. They keep certain toys aside for children that need distracting from certain situations. Staff praise children appropriately for example, for using the water wall well saying "*Waw, ardderchog!*" ("*Excellent!*") Staff have lovely conversations with children during snack time. They discuss pictures sent by parents to the app on their recent trips to the zoo and the beach. Children felt a sense of pride in their discussions, and this prompted the children to engage in happy conversations about their families.

Staff promote children's development and individual needs effectively. Planning is ongoing. They collate children's ideas and act on children's interests. They have assessments and observations in place and these in turn informs future planning and provision for children's developmental targets. Staff model how to draw pictures such as spiders and shapes as well as creating large models in the outdoor area to make a large train. Staff promote children's understanding of cultures and diversity by celebrating Eid, Chinese New Year and St Davids Day. Staff successfully promote the Welsh language by singing songs, signing and sounding letter sounds, circle time, discussions and questioning about stories, colours and shapes.

## Environment

People who run the setting provide a very safe and secure environment for children. There is a robust security system indoors where people wanting to access the setting have to ring a doorbell and undergo security checks to gain access. Visitors are requested to sign in on entry to the setting. Daily and general risk assessments are updated regularly. There are cleaning routines in place which are signed daily. Maintenance checks are updated and have been shared with CIW during the course of inspection.

People running the setting ensure there are suitable areas and sufficient space for children to play and learn. The toilets provide for children's privacy and dignity and liquid soap and paper towels are available at all times. There are displays showing Welsh vocabulary and a celebration of children's work.

There is a wide range of good quality resources appropriate for the age and stage of children attending the setting. The opportunities given to children enhance their independence and promote their all-round developmental needs. The areas indoors provide rich areas with reading resources, role play, water play, ICT, and opportunities for exploration and creativity. The outdoor area provides an extended classroom which enriches the children's learning with a water wall, climbing, reading, construction play, language development and sensory and gardening areas. There are resources which promote different cultures and diversity.

## Leadership and Management

People who run the setting have a strong vision for the future. They are fully compliant with regulations and national minimum standards. They review their policies and procedures regularly, and their statement of purpose reflects current practice. They successfully embed their policies and procedures and ensure the staff are well-deployed and organised to ensure staffing ratios and children's needs are fully met.

People who run the setting manage their staff well and there is a happy, friendly working ethos between the staff. They conduct regular supervisions and appraisals for staff. Staff and students speak highly of their colleagues and feel that the setting is like a family unit. People running the setting are proactive in keeping up-to-date with current best practice, including fulfilling the requirements of the Welsh Government's Food and Nutrition guidance for childcare settings. All care staff have completed mandatory training. People running the setting successfully keep records up to date. They engage with Care Inspectorate Wales and other professional organisations in a professional and timely manner.

Self-evaluation is purposeful and effective. People running the setting consider the views of parents, staff, children and other professionals to create their annual quality of care review and set targets and goals for the future running of the setting effectively. They follow timely and robust recruitment suitability checks for staff. They ensure staff criminal disclosure and barring checks are renewed. A thorough induction process is conducted.

Partnerships are very good. People who run the setting engage with parents in a very effective manner. They share policies and procedures with parents, as well as pictures, videos, children's progress and targets via a secure web platform. Parents feel that the setting provides a 'fantastic' service. They feel that their children are exceeding their expectations since attending and their children are very happy with the setting's friendly staff who are patient and accommodating.



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

R1. Enhance children's independence skills at snack time.

R2. Ensure parents and staff sign the incident and accident records.

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

Ratings	What the ratings mean
<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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