



Inspection Report

Cylch Meithrin Llanarth

**The Cabin
Ysgol Gynradd Llanarth
Llanarth
Aberaeron
SA47 0PA**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

07/02/2024

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About Cylch Meithrin Llanarth

Type of care provided	Children's Day Care Full Day Care
Registered Person	Diana Watters
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	17 October 2018
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	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 settled, happy and enjoy taking part in their play and learning. They are confident and engaged in their activities. They have developed close relationships with their peers. Children communicate confidently and have some opportunities to make choices.

Staff follow policies and procedures appropriately to promote well-being, safety and healthy lifestyles. They know the children well and offer opportunities that interests them. Staff respond to the needs of the children and listen to their views. They plan appropriately to ensure children's progress.

People running the setting ensure the environment is safe and secure and impose measures to make certain that everyone understands their responsibilities. They offer a resource base that meets children's individual requirements and stages of development.

The people who run the setting have a clear statement of purpose, which is an accurate picture of the services available. The setting has established clear communication and trust with parents, working with them to identify children's individual needs and preferences. They implement the setting's policies and procedures effectively. Partnerships are strong. However, there are some areas for improvement in relation to completing regular fire drills and staff supervisions and appraisals.

Well-being

Good

Children have lots of choices and can make decisions about how they spend their time at the setting. They move around the environment freely choosing where and what they want to play with. For example, some children choose to look for minibeasts with the magnifying glasses outside while others choose to explore the apps available to them on the interactive white board inside. Children communicate confidently as they know they will be listened and responded to appropriately by staff. For example, when expressing that they were choosing to play inside because it was too cold outside. Children who are not yet able to communicate verbally use signals, such as pointing, and hand holding to successfully communicate their needs and wishes.

Children feel relaxed at the setting as they are familiar with the environment and routines. Children have a good relationship with staff and happily approach them for comfort or support when needed. They form friendships with other children showing empathy and care, for example, helping each other to carry the watering cans to water the plants. Children interact well for their ages and stages of development. Children learn to cooperate, share, and take turns. For example, they waited patiently for their turn to visit the snack cafe. They respect each other and the resources, using them appropriately and helping to tidy up when asked. Children are well mannered, and we heard lots of *'please'* and *'thank you'* from children of all ages.

Children really enjoy their play and learning experiences. For example, there were lots of smiles and laughter as they played in the sand pit searching for dinosaurs and using the diggers to dig the sand. Children engage in their chosen activity for an appropriate length of time for their age and stage of development. They can follow their interests and enjoy what they are doing. Children take pride in their achievements and celebrate their success with each other and the staff for example, celebrating with each other that they had successfully brushed their teeth.

The activities and resources available allow children to try things for themselves and develop a range of skills. For example, putting on their own shoes and coats at home time. They can freely access items and areas of learning they want and those who are able to, independently use the facilities, such as toileting and handwashing. However, some opportunities to develop children's independence was missed especially during snack time.

Care and Development

Good

The staff have a good understanding of the setting's procedures for keeping children safe, and they follow them effectively. Nearly all staff have completed paediatric first aid training. Detailed records are kept of any incidents and accidents, and any instances where staff administer medication to a child. The parents sign the records to demonstrate that they have been informed. The staff are confident about the appropriate procedures to follow should they have any concerns about a child, and they have completed training with regards to safeguarding children.

The staff encourage children to eat healthily and to drink plenty. They follow effective procedures to ensure that the needs of children with allergies are always met. They encourage children to wash their hands as required and follow the appropriate procedures when changing nappies. There is a dedicated area for nappy changing which allows all children to have good levels of privacy when changing nappies. The staff ensure that the children are given regular opportunities to spend time outdoors, ensuring that they develop their physical skills.

The staff have formed positive relationships with the children and speak to them affectionately and treat them with care and respect. Staff use effective strategies to promote positive behaviour in accordance with the setting's policy. For example, they distract children with another activity if they find it difficult sharing or taking turns and provide a clear explanation when their behaviour is not acceptable.

The staff provide a variety of fun-filled activities that they know the children will enjoy. Through in the moment planning, staff consider children's views and interests. They intervene appropriately to develop children's understanding. The setting is making good progress to embed the principles of the new Curriculum for Wales. The setting has suitable arrangements for identifying and supporting children's individual needs, including children with additional learning needs. The people who run the setting ensure that they collect plenty of information about preferences, needs and any other relevant information before children start at the setting. This enables the staff to plan effectively for the children's individual needs. Good procedures are in place to work with external agencies to support children with additional learning needs and to ensure that all children's individual needs are met.

Environment

Good

People who run the setting ensure the environment is safe, secure and provides ample space for children to play and learn. They ensure staff carry out daily safety checks for all areas of the setting to identify and eliminate potential hazards to children's safety. Cleaning routines reflect good hygiene practice and effective infection control. Registers for children and staff caring for them are completed daily and staff ensure only authorised entry to the setting, keeping a record of any visitors. Gas and electrical safety checks are up to date and certificates were made available for us to review following the inspection visit. The care staff complete and record some intermittent fire drills; however, the fire drills are not regular or consistent enough to ensure that everyone involved knows how to leave the site safely in an emergency.

The environment is welcoming, spacious and child friendly. The layout and design help promote independence and builds children's confidence. Some resources are set out on the floor or on tables, with others available for children to take their play in a different direction if they wish. Attractive displays of children's work reflect their learning and celebrate their achievements. A wide range of Welsh posters help promote the use of Welsh language. Interesting and inviting areas are set up, tempting children to play and learn. For example, a well-resourced role play area, a comfortable book/story time corner with child sized sofas and soft seating, indoor climbing, slide equipment and a craft area. The outdoor play space is safe and secure and offers a good range of play and learning opportunities for children.

Toys and equipment are clean and in good condition. The setting has good quality furniture and resources to support children's independence. For example, child sized tables, chairs, low level toy storage and individual named coat pegs for their belongings. There are a suitable number of children's toilets and nappy changing facilities available, which are clean and hygienic. Liquid soap and paper towels are easily accessible to support children's independence when washing their hands.

Leadership and Management

Good

People who run the setting are motivated to provide a quality service to children and their families. The statement of purpose reflects an accurate picture of what the setting has to offer, allowing parents to make an informed decision about the care their child receives. Required policies, records and procedures are in place and contain the relevant information.

People who run the setting are reflective and regularly evaluate the service they offer. They produce an annual quality of care report which is shared with parents. This report outlines the strengths of the setting and identifies areas they wish to develop and improve upon.

People who run the setting ensure staff are appropriately qualified and required staffing ratios are met. They hold regular staff meetings. The required ratio of staff has a current first aid certificate. People who run the setting maintain staff files to evidence safe recruitment is obtained. However, we noted that the frequency of staff supervision and appraisals had lapsed, and staff supervisions and appraisals were not always completed or recorded formally. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

People who run the setting and staff establish good relationships with parents, contributing positively to children's well-being. They gather valuable information from parents for each child prior to them starting, including allergies, food preferences, medical details and likes and dislikes. This ensures children's care needs are understood before they start at the setting, which helps them to settle with ease. Parents are well informed about their child's experiences via regular verbal feedback, online messaging group, and parents' evenings.

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
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38	The registered person must complete and record regular fire drills to ensure all children and staff are aware of the procedure to be followed in the event of a fire.	New
29	Ensure all staff receive regular and recorded supervision and appraisal meetings.	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 highlight these as Recommendations to Meet National Minimum Standards.

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

National Minimum Standards	
Standard	Recommendation(s)
Standard 8 - Nurture and well-being	Further develop opportunities to encourage children's independence especially during snack time.

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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