



Inspection Report

Cylch Meithrin Plas Pawb

**Ysgol Gynradd Maesincla
Safle Plas Pawb
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 Plas Pawb

Type of care provided	Children's Day Care Full Day Care
Registered Person	Manon Gwynedd
Registered places	24
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	28/03/2017
Is this a Flying Start service?	Manual Insert No
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 opportunities to make choices and decisions about what affects them. They move freely around the playroom, choosing their own toys and activities. Children confidently speak up; they express themselves well, knowing what they have to say is valued. For example, they ask for more sticky tape at the craft activity and staff respond appropriately.

Children feel safe and settle well. They are comfortable and at ease playing alongside staff and their friends. Children shared a welcoming smile when we arrived and confidently approached us to see what we were doing. They feel reassured when staff answer them straight away. For example, when they want to use the toilet they ask, and are accompanied to the toilets without fuss.

Children have positive interactions with each other and staff. They refer to staff as 'Miss' when speaking to them, showing respect. Children share items of play and with occasional encouragement, take turns to play with a toy they like. Most children listen to staff when asked to put resources away and sing along to a song about tidying up as they help.

Children are interested in their play and learning and enjoy a good range of activities. Some children fully immerse themselves into the role of hairdresser and know exactly how to use the different tools. For example, hair dye is applied carefully using a spatula, play scissors for a haircut and the toy hairdryer finishing off the treatment, perfectly. Children focus well on gluing coloured tissue paper to make a pumpkin. Others are proud of their achievement when they fit a fence together to keep the toy animals safe. They are all excited and let out a cheer when staff tell them they are going out to play. Children are busy and learn through their interesting and varied play experiences.

Children are becoming independent as they use the toilet facilities on their own and learn to wash and dry their hands properly. Children have opportunities to play imaginatively and develop their language skills through the many conversations they have with each other and staff. They learn about good health through playing in the fresh air and eating healthy snacks. Children keep themselves hydrated by drinking water from their named bottles.

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, as required. Staff promote healthy lifestyles, making 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 talk to them in a caring, gentle voice. They clearly and patiently explain the rules of good interactions and skilfully manage inappropriate behaviour. For example, staff sit alongside children in a quiet area for children to think about their behaviour. They use a breathing exercise as a strategy to calm the situation, which works extremely well. Staff praise children for their achievements in a celebratory manner, making them feel good.

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 children participating in the daily activities. For example, they sing a building song as the children construct different shapes. Staff plan activities of interest to the children. They understand and follow effective procedures to support children with additional learning needs. Staff work very well together to meet children's needs successfully.

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, ensure the premises is secure 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. There are interesting play and learning areas, which are easily accessible to children. They can access the enclosed outdoor area straight from their own playroom and enjoy varied activities in the fresh air. The main playroom and all areas are light, brightly decorated and well set out with a 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. 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 there is plenty of suitable, age appropriate toys and equipment to 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. 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 in the report was extremely positive about the service provided. For example, parents noted 'close contact with the school, staff of the setting very helpful when transitioning to the nursery class' and 'pawb yn garedig' (everyone kind). 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. 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 additional courses, 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. Parents replying in the CIW questionnaires confirmed staff kept them informed about their child's time at the service daily. The established and effective partnership with the school ensures children transition smoothly to full time education. This greatly benefits children's well-being and their future play and learning outcomes.

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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