



Inspection Report

Cylch Meithrin Y Bontfaen

**The Broad Shoard
Cowbridge
CF71 7DA**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

17/08/2023

About Cylch Meithrin Y Bontfaen

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Y Bontfaen Committee
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	Click or tap here to enter text. 6 June 2019
Is this a Flying Start service?	No
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.

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<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 confidently communicate their wishes, and their needs are fully considered. They have good opportunities to make choices and their interests are valued. Children are happy and settled and have formed close relationships with their peers and staff. They are active in their play and express enjoyment whilst developing their independence skills.

Staff implement policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. They manage risks and are knowledgeable in their responsibilities to protect children. Staff plan activities carefully and ensure that children are supported in their learning.

People who run the setting have policies in place to ensure everyone understands their responsibilities to keep children safe. They ensure the environment is secure and overall, well maintained. The people who run the setting have good health and safety measures in place and minimise most risks to children.

People who run the setting are committed to ongoing improvements. They understand their regulatory responsibilities and ensure staff training is managed. They have established strong partnerships with parents and local community.

Children are confident to communicate their wishes and their needs are considered. They have good opportunities to make choices, their opinions and interests are valued. For example, when children returned indoors from outdoor play, they happily joined circle time offering their choices of songs to sing, with staff acting on their wishes. Indoor play areas provide space and freedom for children to make choices throughout the day such as choosing where they wish to sit. Children's preferences are respected. For example, at snack time when children said they did not wish to eat apple or orange, the children's wishes were respected, and alternative fruits were offered.

Children feel secure and safe. They are happy, settled and are comfortable in their environment. They enjoy the consistency of the daily routine which supports the individual needs of the children. Children are content and chat excitedly amongst friends whilst playing at tables or in different play areas, such as dressing up or building. During lunch, children enjoy the relaxed atmosphere and the opportunity to socialise together around tables. Children are comfortable with visitors and enjoy showing resources. For example, during our visit, children were eager to show that they had dressed as dinosaurs.

Children communicate openly with each other and with staff. Interactions between children and adults are therefore consistently good. Nearly all children cooperate and engage well with their peers, being interested and supportive of each other's needs. Children have a sense of belonging and have formed relationships with peers and staff. The bonds of affection and attachment are evident across the setting. Children are comfortable to sit and snuggle up to staff for stories or sit closely with staff during activities.

Children are engaged and are active in the routine of the day. They enjoy their play and express enthusiasm whilst participating in a good range of stimulating play opportunities. Children initiate their own activities as resources are accessible and presented at their level. For example, children engage at the writing area and practise their mark making with a range of accessible resources. Children also enjoy planned activities such as making ice cream cones with cotton wool and food colouring. We saw photographs of the previous day's activity where older children had enjoyed working in teams to explore washing up pans filled with beans, pasta, jelly, grass, and gloop.

Children are independent and enjoy preparing for snack and lunch as they wash and dry hands and take their time whilst eating, without being rushed. They are eager to show or talk about what they have been doing as they experience age-appropriate activities and resources which promote their all-round development. Outdoors, children enjoy the independence to move around and be active. Children are supported in their interests such as making dough or riding a bike and build their confidence to develop their problem-solving skills.

Many staff understand and implement policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. They identify and actively manage risks, and children receive consistent responses. Many staff are confident in the setting's safeguarding procedures and are aware of their responsibilities to protect children. Staff practise cleaning routines throughout the session, such as tables being sanitised before snack and lunch times. They implement handwashing and hygiene practices carefully. Staff follow a rota and share responsibilities such as preparing snack or nappy changing. During snack and lunch times, staff offer praise and encourage good table manners such as 'please' and 'thank you'. Staff have carefully practiced routines to deal with allergies and are knowledgeable of the setting's procedures. They practice nappy changing procedures with dignity and privacy and records are completed correctly. Staff are helpful and knowledgeable regarding children's individual needs and records around accidents and incidents are complete.

Interactions between staff and children are consistent, demonstrating warmth and kindness. Staff are respectful towards each other and communicate consistently, showing kindness, support, and effective collaboration. They are sensitive to the experiences of children and are responsive to levels of support linked to individual needs and development. For instance, when there was a milk spillage during snack, staff responded with care removing any risks whilst offering reassurance, *"don't worry, it was only an accident, would you like some more milk now?"* Many staff are good role models and have created a busy, happy working environment.

Many staff demonstrate that they know children well and can provide detailed information about children's needs and routines. They have a good understanding of children's individual skills. Staff keep clear and purposeful observation records which effectively feed into their planning process. We saw evidence of children's individual progress in the setting's *'Llyfrau Profiad'* which demonstrate children's experiences and achievements. For older children, staff deliver an exciting and innovative diary of events to include baking, making musical instruments, teddy bears picnic, making fruit kebabs, ice painting, lemon volcanoes and a water afternoon. Many staff have a very good understanding of children's rights and diversity and are committed to providing a range of play and learning activities which are age appropriate.

People who run the setting have effective measures and policies in place to ensure that everyone understands their responsibilities in relation to children's safety. Overall, they ensure the environment is safe, secure, and well maintained both indoors and outdoors. People who run the setting offer a welcoming, warm, and homely environment with clear entrance and exit points. They carry out regular fire drill and evacuation processes and all records are up to date. People who run the setting ensure all fire equipment is serviced and that building safety checks have been completed and documented correctly. They keep a comprehensive file of up to date and purposeful risk assessments and ensure these are reviewed and updated when the need arises. For instance, on the day of our visit, the weather was very hot, and staff demonstrated good practice by being outdoors only during cooler periods of the day. They record detailed daily information on the main notice board which includes a range of regulatory requirements. People who run the setting complete daily staff and children's registers with arrival and departure times. Similarly, they ensure records are kept showing all visitors to the setting.

People who run the setting ensure the environment has a good indoor play space for children to move freely. They offer an environment which includes a safe entrance area for arrivals and confidential discussions with parents. They also provide an office where all records are stored confidentially, and a newly refurbished kitchen area where snacks are prepared safely. People who run the setting provide a range of indoor learning areas which enable children to explore and develop new skills. They also ensure the outdoor area is enclosed, offering a private space of grassed and hard surfaces for children to play. Children are always supervised, and practitioners understand levels of risks. However, one overgrown flower bed had not been maintained appropriately, causing potential risk to children.

People who run the setting ensure children have access to a range of good quality play resources indoors. In the outdoor area, they provide an open space with a range of good quality equipment offering opportunities to develop further physical and problem-solving skills. People who run the setting ensure all resources are age-appropriate, providing children with variety, choice, and opportunities to explore and learn. For example, a construction area, wooden train set, large doll's house, small world resources, cars, trikes, and a climbing apparatus.

Leadership and Management

Good

People who run the setting maintain and share an up-to date statement of purpose and keep a file of policies and procedures which mostly meet the National Minimum Standards. They ensure policies are reviewed annually to ensure they reflect the setting's practice. People who run the setting understand their regulatory responsibilities and comply with nearly all of these, consistently documenting practice and procedures in an organised and confidential way. People who run the setting demonstrated a newly developed system for undertaking both staff appraisals and supervisions and we saw this process in place. During the inspection we found staff files were available for all staff members, although not all information was readily available. The people who run the setting ensured these were brought up to date during the inspection process to include all required documents. Other records such as children's files, transport rotas and documentation are in place. People who run the setting ensure a notice board, located where all staff have access to it, provides up to date information regarding daily child numbers, ratios, and responsibilities, and we saw this being implemented effectively.

People who run the setting provide a detailed annual self-evaluation review. They demonstrate that they carefully consider the views of parents, staff, and children to maintain standards and ensure improvements are made as part of an action plan.

People who run the setting manage staff well. They told us they sometimes face challenges to ensure sufficient staffing levels. They complete risk assessments to ensure the safety of children and staff is carefully monitored and ensure ratios are correct. When these situations arise, the people who run the setting told us that they seek temporary cover, always ensuring correct checks, staff files and induction processes are completed first. Staff told us they are happy and are complimentary of the support and training they receive from their leaders. During the inspection we saw evidence of mandatory training and some staff have completed extensive training around fire safety, allergies and health and safety. Staff told us they are confident in their individual roles and responsibilities and welcome opportunities to share examples of good practice. Staff are happy to offer information about daily routines, safeguarding responsibilities, staff meetings and supervisions.

People who run the setting have worked hard to establish strong partnerships with parents. They enjoy collaborative working with a variety of professional partners and strive to implement guidance and support received to improve children's experiences. People who run the setting told us of their plans to continue improving the environment. They use their community through visits to nearby shops and parks. Parents told us that their children enjoy attending the setting and have made many friends. They told us that leaders and staff are supportive and ensure they keep them informed through a private social media account.

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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N/A	No non-compliance of this type was identified at this inspection	N/A
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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 24 - Safety	Ensure outdoor hazards are kept to a minimum so that children can play safely.
Standard 13 (Day Care) - Suitable Person	Ensure that the staff supervision processes are firmly embedded giving staff regular opportunities to reflect on the quality of their practice.

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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