



## Inspection Report

**Cylch Bethesda**

**Old Sports Hall  
Barry Sports Centre  
Colcot Road  
Barry  
CF62 8UJ**



**Date Inspection Completed**

19/07/2022

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## About Cylch Bethesda

Type of care provided	Children's Day Care Full Day Care
Registered Person	Natalie Kinson
Registered places	24
Language of the service	Both
Previous Care Inspectorate Wales inspection	16 March 2018
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	Working Towards. The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Adequate</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Adequate</b>

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

## **Summary**

Children settle well and have lots of fun. Their opinions and interests are highly valued. Children receive a variety of play opportunities and make choices about how to spend their time at the setting. They interact well with their friends and form close relationships with staff.

Staff are appropriately qualified, conscientious and take their responsibilities seriously. They have good understanding of how to keep children safe and healthy. Staff keep effective records of children's progress.

The environment is clean, welcoming, and child friendly. It is well organised to stimulate and support children's play and learning. A good range of resources promote children's learning and all-round development. Staff follow procedures to ensure the environment is safe and suitable, completing risk assessments and daily checks.

Generally, leadership and management is effective. However, some areas of leadership and management requires improvement, including management of staff training and organisation of documents. Parents speak highly of the setting and the care their children receive. Leaders fully engage with the inspection process and are open to recommendations.

**Well-being****Good**

Children express themselves confidently. They are listened to, which makes them feel valued and promotes their self-esteem. They have many opportunities to make choices and decisions, for example which toys to play with and which snack items they would like. Children choose from a wide variety of exciting play opportunities.

Children are happy, settled and enjoy attending. They know the routines and environment very well, which gives them a sense of security and belonging. Children form affectionate relationships with staff and are making friendships, this helps them feel relaxed.

Children interact well. They are beginning to share and are helpful towards each other. For example, passing each other different coloured crayons. They are learning to manage their own behaviour and understand the expectations. Children are inquisitive and keen to show their work to adults. We saw children settle well for circle time, animatedly joining in with Welsh and English songs.

Children learn self-help skills and have many opportunities to carry out tasks independently. This helps prepare them for attending school and develops self-confidence. They are encouraged to tidy away toys and wash and dry their hands independently. Children enjoy sociable snack times and chat easily to their friends and staff.

## Care and Development

**Adequate**

There are clear safeguarding procedures in place, which promote the welfare of children. However, not all staff had received adequate safeguarding refresher training. We discussed this with the Registered Person who arranged this immediately. We saw children enjoy a healthy snack of fruit and vegetables, with a choice of milk or water to drink. Staff record all accidents, incidents and pre-existing injuries in detail and share this information with parents. Registers to show staff and children's attendance are completed accurately, evidencing ratios are met. Regular fire drill practices ensure staff and children are aware of how to leave the building safely.

Staff interact with children in a kind, patient, and caring way. They chat naturally with children to support their play and learning. Staff have a sound understanding of child development, and its impact on children's behaviour. The behaviour management policy focuses on the use of positive strategies and staff work in line with the policy. We saw staff gently reminding children to share and take turns when playing. They use lots of praise to encourage and reinforce positive behaviour. Staff always act as good role models.

Staff support children's learning and development effectively. They regularly observe children's play and learning to track their progress. This helps staff plan activities to enable children's next steps in learning and development. A good variety of activities and many opportunities for free play are available which allow children to follow their own interests, and motivates them to learn. Staff collect samples of children's work and photographs of them at play to make each child their own learning journal. These are given to parents when their children leave the setting to go on to school. The journal shows how children have developed and the skills they have achieved, acting as a lovely keepsake for both parents and children.

## Environment

**Good**

The environment is secure and provides ample space for children to play and learn. Staff lock external doors and maintain a visitor's log. Staff complete safety checks of the environment to identify and where possible eliminate any risks to children's safety. There is a safety gate preventing children accessing the kitchen unsupervised.

The environment is very welcoming and child friendly. It provides bright, spacious, and exciting areas for children to explore. The room is organised well to promote children's development. Attractive wall displays include children's artwork, which celebrates their achievements, giving them a sense of pride and belonging. The setting does not have an outdoor area, however the Registered Person told us children are provided with opportunities for physical play as part of the daily routine, which we saw on the day.

Regular cleaning of toys and equipment is undertaken, and toys are rotated to offer children more choice and variety. There is a wide range of resources, however real world and recycled resources are limited. There are a suitable number of children's toilets and nappy changing facilities available. These areas are clean and fresh, with liquid soap and paper towels easily accessible to children.

## **Leadership and Management**

**Adequate**

There is a clear statement of purpose containing information enabling parents to decide if the setting is right for their child. There is a good range of policies and procedures in place, however some require amending to be specific to the setting. Some paperwork relating to the setting was disorganised and not easy for staff to locate easily. Children's contracts are well completed and contain the necessary permission from parents.

Leaders undertake an annual review of the setting and produce a quality of care report. This is informed by questionnaires sent out to gather feedback from parents and children. We saw completed parent questionnaires which were very complementary of the setting. There is an appropriate complaints policy in place should parents wish to raise an issue.

Staff files are of a good quality and all relevant checks carried out to ensure staff are suitable to work with children. There is a clear system in place to ensure staff Disclosure and Barring Service checks (DBS) are current.

People who run the setting and staff have established positive relationships with parents. Parents receive regular feedback on their child's progress. Beneficial working relationships with various agencies and professionals are developed which results in good outcomes for children.



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

R1. Organise paperwork to ensure staff have access to relevant documents

R2. Ensure all policies are specific to the setting

R2. Ensure all staff receive refresher safeguarding training

R3. Provide children with more real world and recycled resources

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