



Inspection Report

Cylch Meithrin Y Llewod Bach

**Ysgol Gymunedol T Llew Jones
Brynhoffnant
Llandysul
SA44 6EA**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

09/01/2024

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About Cylch Meithrin Y Llewod Bach

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Cylch Meithrin Y Llewod Bach
Registered places	14
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	16 November 2017
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 happy and enjoy attending the setting. They develop friendships and feel safe and secure in the care of staff. Children receive a wide variety of play opportunities and choose how to spend their time.

Staff are motivated in their roles. They have a good understanding of how to keep children safe and healthy and supervise children appropriately. Staff are patient and kind and support children's learning and development well.

The environment is clean, welcoming, and child friendly. The indoor and outdoor play areas are well organised to stimulate and support children's play and learning. A good range of resources promote children's all-round development.

Leaders are passionate about providing a child centred setting. Some record keeping, and procedures require strengthening to ensure the provider is consistently operating the setting in line with the Regulations and National Minimum Standards.

Well-being**Good**

Children are happy and settled. They move freely around the playroom following their own interests, choosing from a wide variety of fun play opportunities. For example, building a train track or completing a winter themed painting. They confidently express themselves as they know staff will listen to them. We heard children happily ask for more fruit at snack time and tell staff when they'd had enough to eat.

Children arrive at the setting eager to see their friends. They have warm and affectionate relationships with staff and know that they will help and support them. Children are very familiar with the setting routines, which makes them feel safe and secure. They settle well for circle time and enthusiastically join in with songs and listen well at story time. Children are confident and secure in their surroundings and readily seek out comfort from staff. We saw children sit contentedly on staff members laps when seeking reassurance or comfort.

Children interact positively with one another and respond well to staff. They play together or alongside each other, with occasional gentle reminders to share space and resources. For example, children take turns to use the digital camera when role playing taking photos of each other. Children are well supported to become aware of their emotions. They frequently talk about their feelings during circle time to help them express how they feel that day. This helps children to understand it's okay for them to feel a range of emotions.

Children thoroughly enjoy and are engaged in their play. They benefit from a wide variety of rich play opportunities. Children are motivated to follow their own interests and sustain their play for periods suitable to their age and stage of development. For instance, children were completely immersed during their woodland walk in the frost and snow that lay on the ground. They chatted animatedly to each other about what they could see and were encouraged to explore how it felt to touch. On return to the playroom the children then completed a snowy scene craft activity. Such extended play opportunities allow children to consolidate their learning and build their confidence and self-esteem.

Children are developing good self-help skills and levels of independence. They access the toilet independently, wash and dry their own hands and put paper towels in the bin. At snack time children choose if they would like milk or water and are able to butter their own toast or crackers. Children follow directions, such as to take off and put away their coats and store them in the cloakroom and to tidy toys away.

Care and Development**Good**

Staff understand how to keep children safe and well. Staff hold current safeguarding training and are confident in how to recognise the signs and symptoms of abuse. They know to share these concerns with the responsible individual and are aware of their individual responsibility to report a concern to the appropriate agency if required. Staff follow good hygiene routines. For example, they clean tables before and after eating and encourage regular handwashing, which minimises the spread of germs. However, during nappy change staff did not wear all the suggested personal protective equipment (PPE). A varied and nutritionally balanced healthy snack menu is in place with a choice of water or milk to drink. Staff have current food hygiene training. Information about children's food allergies and individual dietary requirements is clearly displayed in the playroom for staff to refer to. Staff record accidents and the administration of medication appropriately and share these records with parents.

Staff care for children in a kind and patient way. They are very responsive and nurturing, which means children approach them with ease. Staff have a sound understanding of child development, and its impact on children's behaviour. The behaviour management policy promotes positive strategies which help children to regulate their own behaviour and promote their self-esteem. Staff implement these strategies skilfully, using gentle tones, distraction methods and lots of praise to reinforce positive behaviour. They always act as excellent role models, promoting good manners and respect for each other and the children. They encourage children to share and take turns, and children respond well to their requests.

Staff know the children very well. They plan a fun range of activities that appeal to children's interests. Staff naturally develop children's learning as they play, giving them opportunities to experiment and predict outcomes. They promote the Welsh language very well; we heard lots of Welsh language and songs used throughout the inspection. Staff regularly observe children's play and track their progress, maintaining individual learning journals for each of the children, which include examples of children's work. However, staff are still currently working to the principles of the foundation phase and not the new Curriculum for Wales.

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. Fire drills are completed regularly and logged appropriately. Gas and electrical safety checks are up to date and certificates were made available for us to review following the inspection visit.

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 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. However, people who run the setting had not notified CIW of changes to the category of care provided at the setting as required by regulations. 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 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 informal staff meetings. The required ratio of staff has a current first aid certificate. People who run the setting maintain staff files and most information to evidence safe recruitment is obtained. Some staff receive an annual appraisal which enable them to reflect on and develop their practice. However, we noted that the frequency of staff appraisals had lapsed and staff supervisions were not 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, emails, and newsletters.

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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29	Ensure all staff receive regular and recorded supervision and appraisal meetings.	New
31	Ensure CIW are notified when there are changes to the category of care at the setting.	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 10 - Healthcare	Ensure all personal protective equipment (PPE) is worn when completing nappy changing or when dealing with any bodily fluid.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Become familiar with the new Curriculum for Wales and consider implementing the principles of the new curriculum.

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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Date Published 08/03/2024