



## Inspection Report

**Cylch Meithrin Penllwyn**

**Ysgol Penllwyn - Caban  
Capel Bangor  
Aberystwyth  
SY23 3LP**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date Inspection Completed**

17/06/2022

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## About Cylch Meithrin Penllwyn

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Penllwyn
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	19 June 2019
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	Yes. This is a service that provides an 'Active Offer' of the Welsh language. It provides a service that anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use, the service

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

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

### **Summary**

Children are listened to and all attempts at communication are valued. Children are encouraged to speak and express their views. They feel safe, happy, and settled because they have formed positive bonds of affection with the care staff. Children are active and curious learners and are interested and excited in their play-based activities.

Care staff know the children well and give them consistent care. Care staff provide a nurturing and caring environment.

The children receive care in a safe, clean, and secure environment. Care staff have identified and as far as possible eliminated unnecessary risks to children. There is sufficient space and facilities for children to play and learn. The environment promotes children's independence and is well maintained and decorated. The furniture, equipment and toys are in good condition and are of a suitable design for the needs of the children.

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 to safeguard and promote children's well-being. Partnerships are strong. However, there are some areas for improvement in relation to completing regular fire drills and staff supervisions and appraisals.

Children have a voice, and this influences their care, such as choosing where to play. Children chose if they want to play inside or outside and which resources they want. They make choices and decisions successfully, and staff believe that their interests are important. They are confident enough to speak and express themselves to staff and us. The children, full of pride, discuss activities they had completed over the weekend. This boosts their self-esteem and sense of achievement.

Children are happy, comfortable and have close relationships with staff who provide good, quality care consistently. Children are happy to go to the staff for help and chat, showing that they are comfortable with them. We heard children enjoy singing songs with the staff and joining in with movements. Children are confident and comfortable to ask for more resources. We heard children asking for more paint and a clean apron. The children have a sense of belonging; for example, they have a personal area to store their coats, bags, and their work.

Children interact well with other staff and children. They know each other's names and work with staff happily when moving from one activity to another. Children are beginning to share resources. They take turns when playing, for example, when painting in the craft area outside children share the paints and brushes. When too many children attempted to paint, the other children were happy to wait their turn. Children learn to respect resources and toys and make sure they are put away after use.

Children are interested and fully engage in their play. They take an interest in activities such as playing on the bikes, laughing, and smiling as they push each other around. Children explore the environment freely and help themselves to resources during free playtimes. It was a pleasure to watch the children play with the small safari animals from the story they had been listening to, discussing their play, and focusing for a period as they organised and reorganised them. However, children sat for a long time during the singing and registration session and as a result, some children were not engaging and quickly became distracted.

The children have some opportunities to do things for themselves. The children are familiar with the routines at the setting. Many prepared to go home without much help. Children receive encouragement and support to do things for themselves, such as hand washing after using the toilets. They choose toys and activities and put toys in their boxes after use. Children eat lunch independently with knives and forks suitable for their age and stage of development. Children are supported by care staff where necessary.

## Care and Development

Good

Care staff work together well to meet the needs of children effectively. They understand how to keep the children safe and healthy. Care staff implement effective policies and procedures and have reviewed the setting's procedures in accordance with the guidelines relating to Covid-19.

We saw the care staff playing alongside the children and encouraging positive interaction. Care staff consistently praise the children and encourage them to play and work together. They listen to the views of children and respect them. We heard warm and kind interactions between care staff and children. Care staff listen attentively to children's stories and develop their understanding through appropriate questioning. We saw that care staff responded lovingly to the children; they cuddled, embraced, and made sure they met their basic needs.

Care staff understand their roles and responsibilities for keeping the children safe and healthy. For example, they make sure that children wash their hands before snack and lunch times and put their hand over their mouths when coughing. Discussions with care staff showed that they understand the behaviour policy and consistent behaviour management strategies are in place. They intervene appropriately and calmly when children have a disagreement. Care staff manage interactions in a warm, friendly, and gentle way. They praise the children for their efforts with positive language and encourage them to be polite and say "please" and "thank you". However, not all children are always closely supervised during busy transition periods.

Most of the care staff have received current training on safeguarding children. Care staff can speak confidently about safeguarding and the correct procedures to follow if they had a child protection concern. They have received the latest training on paediatric first aid. Care staff follow good food hygiene procedures when serving and handling food. The care staff are aware of allergies although no children with allergies currently attend the setting. The care staff complete some intermittent fire drills; however, the fire drills are not regular enough to ensure that everyone involved knows how to leave the site in an emergency safely.

## Environment

Good

The environment is safe, clean and in good condition. It provides a safe and comfortable place for children to relax and learn. The setting is secure and locked. People running the setting maintain a good environment to improve children's experiences. The people who run the setting have identified risks and take action to reduce or remove these. Risk assessments are in place and staff follow them. This ensures that care staff know which areas are not entirely safe for the children, such as the kitchen. Care staff also keep a list of visitors to the setting.

The setting is suitable for children's play and learning experiences, and care staff make good use of these areas, offering a variety of experiences. The environment is light, bright, and airy. The windows and rear door are kept open to ensure sufficient ventilation. There is one large play space with easy access to toilet facilities. There is a large, secure, area for the children to play outdoors and children have regular a free choice when accessing the outdoors. Play and learning areas have sufficient resources to ensure staff can offer stimulating and exciting activities for the children.

The resources, toys and books are suitable, clean and in good condition, enabling staff to prepare activities confidently. People who run the setting and care staff display colourful and appropriate Welsh posters and children's artwork. This gives the children a sense of achievement. The toys and resources are stored at children's height level in containers, which are mostly labelled with pictures of the contents, promoting children's independence as they help themselves to these items. There is a wide variety of toys and resources, which include stickle bricks, Lego, blocks, threading activities, vehicles, dinosaurs, farm animals, puzzles, and craft equipment.

## Leadership and Management

**Adequate**

People who run the setting are knowledgeable about existing childcare practices, and this is set out in the easily understood and comprehensive statement of purpose. They update their policies and procedures as required and share with all staff. This ensures that everyone is familiar with all processes to follow. There is monthly planning of focused tasks in place, and this includes an activity for each of the areas of learning. However, this does not always include an element of reflection on observing and evaluating children's understanding and determining next steps.

Care staff are happy in their jobs and are aware of the management structure and know who to contact if they need help. A completed quality of care review is in place; however, it does not identify future ideas for development. Care staff recruitment is robust. We looked at care staff files and found that all checks had been made to ensure that they were suitable to work with children, including current DBS checks. However, during the visit, they did not fully comply with regulations and the national minimum standards. This is because the people who run the setting do not undertake regular and meaningful supervision sessions to support care staff with their role, learning and development and any performance problems that may arise.

Care staff present during the inspection worked well as a team, all of whom were aware of their roles and responsibilities. As a result, children love the care provided by enthusiastic staff. The person in charge organises care staff appropriately and there are effective arrangements in place for staff absences. There are positive relationships with parents and other professionals. Parents can talk to staff about their child's care when they bring or collect their children. The people who run the setting told us they are working towards re-establishing parents' evenings which were postponed due to covid-19. The people who run the setting keep records of incidents and accidents and share these with the parents.

The people who run the setting have strong partnerships and good links with the wider community. They explained that they often visit the local primary school, which is located adjacent to the cylch meithrin. The children use the school grounds on a regular basis and often join in with fitness sessions to develop the children's health and well-being. People who run the setting also explained to us that they also recently visited the local farm with the children.

## Recommendations to meet with the National Minimum Standards



R1. Ensure thorough supervision of children so that all children are accounted for when returning inside

R2. Continue to develop the method for planning of activities to include an element of reflection on observing and evaluating children's understanding and determining next steps

R3. Ensure that purposeful and timely activities are provided in line with timetables and planning

R4. Identify and include future ideas for development within the quality of care review

### 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
29	The provider is not compliant as they must ensure that all employees who look after children receive regular supervision and appraisals.	New

38	The provider is not compliant as they must ensure (by means of fire drills and practices at suitable intervals) that the children are aware of procedures to follow in case of a fire.	New
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<b>Ratings</b>	<b>What the ratings mean</b>
<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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