



Inspection Report

Cylch Meithrin Llandysilio

**Llandysilio Playing Field Hall
Llandysilio
Clunderwen
SA66 7SY**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

28/06/2023

About Cylch Meithrin Llandysilio

Type of care provided	Childrens Day Care Full Day Care
Registered Person	Haulwen Pridmore Delyth Roblin
Registered places	24
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	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 are happy and communicate confidently with their peers and care staff and develop strong relationships. Most children are independent and are given choices and opportunities to express their opinion in the knowledge that their voices will be heard.

Care staff are experienced and understand and follow policies and procedures to promote well-being and safety. Care staff encourage children to express themselves and interact with them in a positive manner. They plan well to meet children's requirements and interests.

The people running the service ensure that the environment is safe and secure and set clear guidance to ensure that everyone understands their responsibilities. They offer adequate resources to meet children's individual requirements and development stages. Access to outside play is limited and an area for development.

The service has very good leadership and management. The people running the service ensure that they comply with regulations and national minimum standards. They have strong partnerships with parents, carers and the adjacent school.

Children are given good opportunities to make choices and decisions and express their opinion. They communicate confidently with care staff and their peers, and their wishes, feelings and needs are considered. Children's views and interests are valued ensuring their individual well-being.

Children are happy and have formed good relationships with care staff and their peers. They are active and express enjoyment in their play. They have a sense of belonging and they are clearly familiar with daily routines. Children feel safe and happy and like the freedom to choose play areas within the room. Children are learning to understand their feelings and show delight. For example, children smile when their friends arrive at the setting, happily announcing to everyone that their friends are here, before taking their hand and going off to play.

Children interact confidently and openly and work together and socialise in a friendly manner. Most children understand how to take their turn, wait, and share. The interaction between the children and the care staff demonstrates that children develop good communication skills. Children work together to put resources back into the storeroom at the end of the session, with each child holding each end and carrying the resources carefully across the room.

Most children are active and curious learners and take part in activities enthusiastically. They show interest and excitement and enjoy taking part in tasks. For example, using story cards as tickets to attend an imaginary show they are performing, handing out tickets to their friends. They enjoy a range of good opportunities indoors and are free to choose activities and move around the setting. For example, to complete jigsaws, paint, ride a bike or role-play.

Children are given good and regular opportunities to develop physical, social and emotional skills and they can follow their interests successfully. Children develop their independence skills by using the toilet, washing and drying their hands.

Care and Development

Good

Staff are experienced and understand policies and procedures to promote healthy lifestyles, physical activities, safety and personal well-being, and implement them effectively. They follow robust cleaning and hygiene routines. For example, disinfecting tables before and after snack-time and washing their hands regularly. All staff have completed first aid, safeguarding children and food hygiene training. Staff follow appropriate guidance when serving food and helping children to go to the toilet. Healthy snack are provided and children enjoy eating, chatting and socialising at the table. Staff identify risks and manage them consistently. They understand safeguarding procedures and can explain the setting's arrangements confidently.

Staff respond in a consistent manner and listen to children's views and respect them. They interact very well and demonstrate encouragement, warmth and kindness as well as sensitivity to individual children's needs and experiences. They know the children well and know when to intervene and can explain this to us. Skilled staff use 'teaching in the moment' techniques to enhance children's learning. For example, when a child had three tickets for 'the show', he handed one out and was asked by staff how many he had left now.

Staff offer a variety of play and learning activities suitable to the age and development of the children in their care. However, there are missed opportunities during snack time to develop children's independence skills as fruit is prepared and water is poured for them. Staff plan well for the next stages and review progress regularly. They have systems in place to provide suitable care and opportunities for children with additional needs, should this be required.

Environment**Good**

The setting is located in the village hall and is 'pack away' as the room is used by the community. It provides a clean, warm and safe environment. The setting has a good level of security and is kept locked at all times, allowing children to move independently around the indoor area. People running the service ensure that daily and general risk assessments, as well as fire risk assessments, are conducted and reviewed regularly. People running the service ensure that the ratio of care staff to children is correct and that they supervise children very well. Children can access the toilets independently with care staff ensuring that clear and safe arrangements are in place. A visitor's book, a rota, a children's register and a staff signing-in record are in place ensuring the safety and security of the children and the setting.

People running the setting are restricted in providing some play opportunities within the setting, such as sand and water play due to committee rules. They do not have a dedicated outdoor play area but have access to a public playground and large playing fields, adjacent to the setting. The indoor area is very spacious and allows for small group play as well as physical activities such as dance and movement. The setting also has an area to store confidential paperwork, a dedicated kitchen to prepare snacks and areas within the lobby where private discussions can be conducted with parents, carers and visitors.

People running the service provide adequate resources to stimulate the children's curiosity. There are some play areas set up such as a book corner, tabletop jigsaws, role play area and craft area. Leaders told us they would like to create a safe area outdoors which would allow free flow play for the children.

Leadership and Management

Good

Leaders have a clear vision and they share this with care staff, parents, and service users by providing clear policies and a statement of purpose which reflects the service. Leaders ensure that they comply with all relevant regulations and meet the National Minimum Standards. Leaders have a very good understanding of their responsibilities to promote the Welsh language and fulfil the obligations of the Welsh language Active Offer. Literature is also available for parents in the reception area to support families as part of the partnership between the setting and families, particularly non-Welsh speaking families.

The vision for development is continuous and purposeful. For example, evidence was seen that views and feedback are collated from parents and children for planning and further development. Developing the outdoor environment is a target for the year ahead.

Leaders ensure that staff are fully supported in their roles. They hold regular supervisions with staff and annual appraisals. Staff told us this was a strength and allowed them the opportunity to share any issues or concerns. Leaders have a robust recruitment procedure in place and all staff files have the correct documents for all employees prior to them starting in their post.

Leaders have established links with a wide variety of service users, families and professionals. They have established a good partnership with the school and very clear cooperation and support were seen on the day of the visit. For example, school staff call in to collect lunch numbers for the children, and again to collect the children at lunchtime. Children attend regular transition visits at the school to prepare for their move the following term. Leaders have good links with the local community and take the children to the local chapel for concerts, daffodil farm and a forest school.

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)
	No NMS Recommendations were identified at this inspection

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)
Encourage children's independence skills at snack time.
Provide purposeful learning and play areas indoors and outdoors.

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 16/08/2023