



Inspection Report

Cylch Meithrin Creigiau

**Scout Hall
Castle Close
Creigiau
Cardiff
CF15 9NJ**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

18/06/2024

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About Cylch Meithrin Creigiau

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Committee of Cylch Meithrin Creigiau
Registered places	18
Language of the service	Both
Previous Care Inspectorate Wales inspection	16 January 2024
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.

<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, settled, and confident to share their views. They make friends with ease and interact well with one another. Children thoroughly enjoy the activities available to them and have suitable opportunities to develop their independence.

Staff are professional and motivated. They have a good understanding of how to keep children safe and healthy and implement the setting's policies and procedures effectively. Staff are patient, kind and caring. They support children's learning and development well, offering a purposeful range of activities led by children's interests and developmental needs.

The environment is clean, welcoming, and child friendly. The environment is well organised to stimulate and support children's play and learning. The setting provides a wide range of resources, allowing children variety and choice.

Leaders are motivated and dedicated to delivering consistently good childcare. They provide beneficial encouragement and support to staff. Regulation policies, risk assessments and records are in place. Parents speak highly of the setting and the care their children receive.

Well-being

Good

Children have consistently good opportunities to make choices and decisions about what affects them. They can choose where and what they play with, and whether they would like to participate in an activity. Children approach staff and communicate their thoughts and ideas, as they know they are listened to and all their attempts at communication are valued. For example, we saw staff respond to children who wanted to play with cars and ramps outdoors by bringing the play equipment outside for them.

Children feel relaxed at the setting as they are familiar with the environment and routines. They have a good relationship with staff and happily approach them for comfort or support when needed. Children know the daily routines well, which effectively supports them to feel settled and at ease in their surroundings. For example, they enjoy daily circle time activities such as singing rhymes and counting. Children talk to staff about their play and actively seek their company. For example, children wanted to role play with staff in the play café. They form friendships with other children, which helps them to feel happy and valued. For example, a child asked another child to join in their imaginative game of space travel.

Children behave and interact well for their ages and stages of development. They happily play alone or alongside their friends as they learn to share and work together. For example, older children readily share resources such as bikes. Younger children share resources with support. Children are beginning to understand the needs of others and consider their friends' feelings. We heard one child ask their friend, "Are you ok?" and then offer them a toy to play with.

Children thoroughly enjoy their play and the activities on offer. They develop a wide range of skills as they explore their playroom and the outdoors. We saw children engage their imaginations and make sense of their world as they take food orders and pretend to prepare, cook, and serve the food to their friends and a staff member.

Children follow their own interests for extended periods of time which allows them to consolidate skills and make decisions. They have suitable opportunities to develop their independence skills and receive support if needed. For example we saw children using the toilet and washing their hands independently. However, children's independence skills at mealtimes requires development.

Care and Development

Good

Staff have a thorough understanding of how to keep children safe and implement policies and procedures effectively. They demonstrate a clear understanding of their safeguarding responsibilities and the action they need to take should they have a concern about a child. Staff have worthwhile understanding on the safe management of food allergies and information regarding individual children's needs is displayed discreetly for easy reference. They keep detailed records of any incidents and accidents at the setting. Parents sign the records to demonstrate that they have been informed. Staff regularly evaluate these records to look for patterns and trends and take action to address any conclusions. They document any existing injuries when parents report accidents outside of the setting. Staff promote health and hygiene effectively. They encourage children to wash their hands after using the toilet, playing outside and before food. The setting is registered with the Food Standards Agency and staff ensure environmental health requirements are met to a high standard. Staff record the temperature of the setting daily.

Staff are patient, caring and kind when interacting with children. They use effective strategies to promote positive behaviour in accordance with the setting's policy. For example, they distract children if they are finding it difficult to share or take turns and provide a clear explanation when their behaviour is not acceptable. Staff also model good social skills effectively when playing alongside the children saying thank you and praising the children during activities. They join in with children's play when it is appropriate to do so and talk regularly to extend their learning and make their experiences sociable. During lunch time we saw staff discussing with children about how they had spent their time at school.

Staff support children's learning and development effectively. They regularly observe children's play and learning to track their progress which helps them plan activities to enable children's next steps in learning and development. We saw that children's views and interests are recorded and considered when planning activities and new developments. Observations and planning are formally recorded and evaluated. The use of Welsh language at the setting is consistent and children are able to understand simple commands and questions when asked in Welsh.

Environment

Good

The environment provides a safe and secure space for children. Staff ensure external doors and gates remain locked. Leaders maintain a visitors' log to provide an accurate record of any visitors to the setting. Risk assessments for all areas of the setting identify potential hazards and include measures in place to manage risks. Staff complete daily risk assessments when they set up each day. Leaders conduct fire drills regularly and there is a fire risk assessment in place. This ensures staff and children know how to evacuate the premises safely in the event of an emergency. Leaders ensure the gas boiler and heating system is tested annually, and there is a current certificate for the five-year periodical electrical safety check.

Leaders ensure the environment is in good repair and provides a welcoming child friendly space. Staff organise the setting in an effective and attractive manner to stimulate children's curiosity, imagination, and development. Toys and activities are at children's height enabling them to access what they want to play with freely. Staff regularly consider how the children are using the space and resources and alter the environment when required to suit their needs. When they are taken outdoors, children can access a spacious outdoor area which includes a sheltered area for all weather play. Toilets and nappy changing facilities are clean, organised, and suitable in number, ensuring privacy and dignity.

Resources for children are suitable for their ages and stages of development. There are sufficient consistently good resources available for role play, small world play, construction and crafts. Outdoor resources include opportunities for creativity and exploration with an outdoor classroom, a mud kitchen and sand trays. Children also have the opportunity to develop their gross motor skills on bikes and ride on toys. However, on the day of inspection, there was a limited variety of outdoor toys and equipment for the children to access. The setting has good quality furniture and resources to support children's independence. For example, there are child sized tables and chairs and coats and bags are stored at a low level, promoting children's independence.

Leadership and Management

Good

Leaders are enthusiastic and motivated to provide a high-quality service. There is a clear statement of purpose which is compliant with regulations and meets National Minimum Standards (NMS) and provides parents with information about how the setting runs. Public liability insurance is valid, and they are members of the Information Commissioner's Office (ICO). Leaders regularly review policies and procedures and ensure staff implement these effectively in practice. They ensure that there are risk assessments in place for all areas of the setting including activities and resources. Leaders are knowledgeable about their regulatory responsibilities and operate above the NMS for Regulated Childcare.

Leaders monitor the quality of the service and plan for improvements effectively. They ensure staff, children, parents and outside agencies' views and opinions are obtained.. Leaders use this information to prepare an annual quality of care report which identifies effective practice and areas for development. The report includes positive feedback from parents which demonstrates a high level of satisfaction with the service provided.

Leaders follow effective procedures to ensure staff recruitment checks are in place. Staff files contain all the required information to meet regulations including references and health declarations. Disclosure and Barring Service (DBS) certificates are in place for staff. Leaders have a valuable team of staff who work very well together, ensuring children are supervised well and that the setting runs smoothly. There are induction procedures in place for new staff. Leaders ensure staff training is prioritised. They carry out regular appraisals and supervisions providing support and an opportunity to discuss any issues which may arise.

Leaders work effectively to develop positive relationships with parents. Parents receive daily verbal feedback on their child's day. In addition, photographs of the children at work or play are shared with parents via a private digital platform. Parents told us that their children are really happy at the setting and that staff are approachable. They also told us they value staff's support and feedback on their children's development.

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
25	The Responsible Individual must ensure that unnecessary risks to the health and safety of children are identified and as far as possible eliminated.	Achieved

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
N/A	No non-compliance of this type was identified at this inspection	N/A
29	The Responsible Individual must ensure that staff receive regular supervisions and appraisals.	Achieved
28	The Responsible Individual must ensure that all required suitability checks on staff employed have been carried out prior to their appointment at the service. The Responsible Individual must also ensure that staff are fit and healthy to work directly with children by means of a health declaration.	Achieved

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 7 - Opportunities for play and learning	Develop children's independence skills at meal times.
Standard 23 - Equipment	Provide a sufficient variety of equipment to ensure all children have access to play opportunities 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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