



Inspection Report

Cywion Bach

**Meithrinfa Cywion Bach Nursery
Idole
Carmarthen
SA32 8DG**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

18/03/2024

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About Cywion Bach

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cywion Bach Cyf
Registered places	48
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	10 December 2021
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>	Excellent
<u>Care and Development</u>	Excellent
<u>Environment</u>	Excellent
<u>Leadership and Management</u>	Adequate

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

Summary

Children thoroughly enjoy their time at Cywion Bach because they have a strong voice and they are curious learners. They consistently make choices about what they do and how they spend their time at the setting whilst engaging in purposeful play-based activities. They develop strong relationships and express their views openly, knowing that they will be listened to.

Staff fully understand and follow policies and procedures to promote healthy lifestyles, safety and personal well-being. They are qualified, knowledgeable, kind and very caring towards children, providing a nurturing and child-led setting. Staff plan and assess purposely and effectively promote the outdoor learning ethos to ensure children's interests and curiosities are developed further. Staff show a genuine passion in their roles.

People who run the setting have effective measures in place to ensure the environment is safe, secure and well-maintained, indoors and outdoors. They ensure children have access to an extensive and exciting range of natural and purposeful resources and equipment to nurture children's overall developmental skills. They offer excellent opportunities to play and learn in a variety of outdoor spaces within a purposeful environment.

People who run the setting ensure they manage the setting appropriately. However, procedures for reviewing and updating Disclosure and Barring Checks (DBS) have not always been followed consistently and as a result the DBS checks for one member of staff was not up to date during the inspection. This has since been completed. They have a range of policies and procedures in place to support the running of the setting. However, designated safeguarding leads do not always follow their child protection policy to make prompt referrals to the local authority and notify Care Inspectorate Wales (CIW) of these significant events.

Children are strong communicators. They are confident in making their own choices about what they want to do and where they want to play. Children know that their opinions and interests are highly valued and acted upon and as a result children confidently access resources from other areas to use in their play. For example, a group of children decided to search the garden looking for leaves to add to their water play. Their request to hunt for leaves was encouraged by the staff and their child-led activity soon evolved into exploratory and investigative play where they watched natural objects being transported by water.

Children are extremely happy and engaged and have a strong sense of belonging. They have formed close relationships with their peers and staff and are familiar with all routines. Their feelings and needs are acknowledged and valued. For example, one child was cuddled when she became a little tearful during carpet time, she was supported in a gentle and nurturing way. Children are very familiar with routines as well as the ethos of the setting.

Interactions between children and adults are consistently stimulating and children co-operate enthusiastically. Children express empathy and care towards each other and listen carefully to one another, responding and communicating with interest. They are fully engaged and show respect for others and to the environment. Children co-operate extremely well, take turns and share. For example, children waited patiently for their turn to roll the ball through the tunnel during an indoor activity and they took turns on the popular tree swings without adult intervention. Older children interacted effectively with each other during imaginative play in the woodland area, running alongside each other and the chickens.

Children thoroughly enjoy their play and learning and are fully immersed in the exciting opportunities that are available to them. All the children, including the babies, enjoy a variety of physical, exploratory and creative play activities. The younger children went on an adventure to the nearby field to see the lambs and on their return they were incredibly excited, full of chatter and ready for their nutritious and wholesome meal. Children have access to the garden, where they experience a wide range of learning opportunities that fully promote their holistic development as they follow their own instincts, ideas and interests.

Children problem-solve successfully and are supported when making decisions. For example, one child placed a cup at the end of the water tunnel before pouring water at the top end as they had already identified the potential outcome. Children feel great self-esteem and pride as a result of their success in play and discovery. They are independent and competently wash and dry their hands. During mealtimes, all children are encouraged to develop their independent skills. Older children sit around a table with real cutlery and confidently serve themselves from the serving dishes. They are also able to help themselves to a second plate of food if they wish. During mealtimes, children chat to each

other and display excellent independence and social skills. They thoroughly enjoy the experience.

Staff have a comprehensive understanding of the setting's policies. They are consistently implemented to promote healthy lifestyles, personal safety of children and ensure their well-being. They always manage any risks proactively and effectively. Staff consistently speak respectfully with children, show interest, pleasure and care in all that they do. They respond to children's individual needs promptly and efficiently recognise when they want to sleep and respond accordingly. Staff clean the premises regularly and consistently remind children about washing hands. They also ensure they follow very good hygiene procedures when serving food and when changing nappies. Staff are aware of children's allergies and are proactive in keeping the children safe. Staff have a thorough understanding of their responsibilities to safeguard children. They answer confidently about what to do if they had any child protection concerns and have good knowledge of the procedures. They record children's actual attendance times and promptly fill in accident and incident forms, sharing the information with parents prior to collection times.

Interactions between staff and children are always respectful. Staff are consistently responsive and respect children's views. Staff interactions are very positive, and they demonstrate genuine warmth and kindness. Staff congratulate children when they follow rules. For example, the older children were praised when they shared the mark making resources outdoors and helped each other to tidy them away when they finished. They take every opportunity to enhance interactions through careful responses, which purposefully enhances children's Welsh vocabulary and extends their spoken language.

Staff are very knowledgeable regarding resources for both the indoors and outdoors. They are able to explain how they are developing their environment with real life resources to promote children's curiosity. Staff have a rich understanding of diversity issues and fully promote children's rights. For example, they provide children with resources from around the world, books that teach about different cultures and the manager has completed training based on The United Convention of the Rights of the Child (UNCRC). They are committed to providing an excellent range of play and learning activities and are fully aware of children's individual development. As a result, they contribute effectively to children's learning and critical thinking. The setting's outdoor play ethos is fully implemented by the staff. They ensure that, when possible, children take full advantage of the natural resources of their outdoor spaces. A few staff have completed accredited forest school training whilst others are currently studying a course in outdoor thinking. Staff ensure that each child has a learning journey as part of their communication platform, which includes development pathways and observations, This supports staff in planning for the next steps and enables them to tailor children's learning around their individual needs and interests.

Environment**Excellent**

People who run the setting have highly effective measures in place to ensure everyone fully understands their responsibilities in relation to ensuring the environment is safe, secure and extremely well maintained indoors and outdoors. People who run the setting use neutral colours and natural resources throughout the environment, which creates a sense of calmness at the setting which positively impacts the children's behaviour. They frequently carry out safety checks and complete regular fire drills, ensuring that comments are recorded for analysing to improve future evacuations. People who run the setting complete detailed risk assessments that cover every aspect of the environment. They also have thorough risk assessments for activities and outings, which are tailored for each age group. They ensure staffing ratios are always correct and ensure high levels of supervision and communication are part of the consistent safety measures.

People who run the setting ensure they use the space effectively, both indoors and outdoors. The layout is well thought out and provides excellent learning spaces for children to explore as well as areas to rest or have quiet time. There is a sleeping area, which is sectioned off from their play space and this ensures babies have undisturbed rest and sleep. They use as much natural light within the setting as possible and have introduced cosy corners with soft lighting which creates a relaxed atmosphere. The large outdoor spaces of the setting are safe and provide outstanding opportunities for extensive learning and development. Older children are offered plenty of free flow opportunities to the outdoor area. The setting has created a magical forest school in a woodland area. This is accessed via the garden where rabbits and chickens happily share the space with the children. The setting has a large tree house nest, a log circle, shaded areas, dens and a purpose-built enclosed compost toilet. People who run the setting have carefully considered all aspects of safety which are monitored regularly. Children have access to a safe, stimulating and inspirational outdoor environment where they can fully appreciate the changing seasons and the benefits of fresh air.

People who run the setting have started to implement an educational approach which prioritises curiosity, creativity, and holistic development. They ensure they provide children with authentic, open-ended and recyclable resources that enable them to lead their own play. For example, the children played at a real dressing table with jewellery, mirrors and hair accessories. They also have inviting home corners across the setting with real furniture and tea sets. They provide real clothes for the children in the dressing up area and the older children have a basket full of interesting resources for them to explore. People who run the setting provide good quality furniture and resources that are suitable for the developmental needs of all the children. For example, the babies had a range of age appropriate resources along with larger equipment such as the popular rainbow crawling ramp.

Leadership and Management**Adequate**

People who run the setting have a strong vision that they share with others. Their passion and ethos for outdoor learning is fully understood by all staff and fully embedded within their purposeful provision. They maintain and share an up-to-date effective statement of purpose that accurately reflects the service provided and meets the regulations and National Minimum Standards. People who run the setting continually strive and are committed to delivering a quality service.

People who run the setting continue to work with staff to bring about positive improvements to their service. They complete an annual quality of care review that meets regulations and they seek and implement the suggestions of children, parents/carers, staff and all stakeholders. For example, following the result of the most recent questionnaire, parents requested for key worker meetings and as a result, people who run the setting have arranged nearly fifty meetings with parents, which proved successful according to the leadership and management.

In the main, people who run the setting follow a safe recruitment process to safeguard children. They ensure staff understand and follow procedures. However, on one occasion, they have not ensured that an employee's enhanced criminal record certificate was renewed in a timely manner. Following our visit, people who run the setting have provided CIW with satisfactory evidence that this has now been completed. They ensure new staff have induction training and keep staff up to date with mandatory training such as paediatric first aid, food hygiene and safeguarding. People who run the service have comprehensive policies and procedures in place and ensure that staff follow them consistently. However, the child protection policy is not in line with current legislation. The people who run the setting have not ensured they always follow child protection procedures accurately and make prompt referrals to the local authority. While no immediate action is required, this is an area for improvement and we expect the provider to take action.

People who run the service have an effective system for appraisals and observations to support staff in their roles. They conduct regular observation feedback meetings and annual appraisal meetings, which are all recorded. However, they do not currently record staff supervision meetings. People who run the setting ensure that correct staffing ratios are always met. However, staff have yet to be instructed to sign in and out during their breaks.

People who run the setting develop very strong partnerships with parents. We received positive feedback from parents via questionnaires and during the visit. With one parent saying that the daily progress update of his child, which is sent twice daily, is the highlight of his day. People who run the setting have a contract for each child and collect the information and permissions they need to provide for individual needs and preferences. People who run the setting keep parents well-informed about their child's time at the setting in a variety of ways, including verbally at the end of the day and via their effective online communication platform. There is evidence of mutual respect between staff, parents, carers and staff. They strive to continually improve the setting and have already been presented with a scholarship and many awards from third party organisations.

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
22	The Responsible Individual must update the policy with current legislation and ensure that all	New

	designated safeguarding leads are clear about the procedures to follow in the event of any allegation of abuse or neglect. The Responsible Individual and the designated safeguarding leads must act, liaise and ensure prompt referral with any local authority for the purpose of child protection enquiries to a relevant child.	
20	The people who run the setting must ensure that the enhanced criminal record certificates of all employees are renewed in a timely manner.	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 15 - Staffing ratios	To ensure that staff sign in and out of their base rooms during their break.
Standard 5 - Records	To incorporate supervisions into their observation feedback meetings and ensure that all information is recorded.

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 15/05/2024