



Inspection Report

Cylch Meithrin Alltcafan

**Cylch Meithrin Alltcafan
Ysgol Bryn Saron
Saron, Llandysul
Carmarthenshire
SA44 5EB**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

27/02/2024

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About Cylch Meithrin Alltcafau

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Alltcafau
Registered places	18
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	6 June 2023
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>	Adequate
<u>Care and Development</u>	Poor
<u>Environment</u>	Good
<u>Leadership and Management</u>	Adequate

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

Summary

Overall, children are happy, settled and feel safe at the setting. They have a strong voice and feel their needs and preferences are considered and respected by current staff. Children's interactions are positive. Children enjoy their play and learning opportunities. Children develop some independence skills.

The majority of staff are aware of the policies and procedures to keep children safe and healthy. However, there is a priority action notice in relation to safeguarding procedures. Most staff manage interactions well. However, there is a recommendation in relation to positive behaviour strategies. Staff promote the Welsh language and all developmental needs according to their ages and stages of development.

Leaders provide an environment which is spacious, clean and secure. They ensure the play areas are welcoming and friendly and provide a range of good quality resources for children. The setting has an accessible indoor and outdoor environment for children.

Leaders have a suitable vision for the setting and self-evaluation is ongoing. Partnerships with parents are strong and records are embedded. However, there is a non-compliance in relation to staff suitability checks.

Well-being

Adequate

Overall, children are generally happy, settled and feel safe at the setting. They arrive at the setting relaxed and feel a strong bond with those running the setting. They give staff members hugs and smiles and are excited as they see their friends arrive at the door. Children are confident within their surroundings. For example, they eagerly help themselves to toys of their interest to them and move from one activity to another with confidence. Children have close attachments with familiar staff.

Generally, children have a suitable voice. They know their needs and preferences are considered and feel respected by staff. For example, they asked to watch 'clap clap, un dau tri' on the interactive white board, and this was acted upon by staff. Children happily choose where they want to sit during snack time and as a result, they interact comfortably with their friends. Most children are fully engaged during circle time and children who are not ready to focus on the activities are respected to move around freely.

Children's interactions are positive. They play alongside each other with ease, and smile when they are praised by staff for rolling the ball successfully. Most children listen to prompts not to climb or run in case they get hurt. Children show respect towards the staff by saying "Thank you!" and "Diolch/Dim diolch" for their milk and snack. Children show empathy towards one another. For example, they gave each other hugs when they were hurt by a toy saying, "It's ok."

Children enjoy their play and learning opportunities. They are curious learners. For example, they played with a magnifying glass and light box resources with interest and curiosity whilst looking at pictures and natural resources. Children follow their own interests successfully. They help themselves to building blocks, painting and role play resources. Children co-operate well through play. They play the role of fireman and policeman pretending to extinguish fires. Children enjoy their outdoor play environment and help themselves to mud kitchen resources successfully. They smile when they take part in singing sessions and are especially enthusiastic when singing the song 'Troï ein dwylo'.

Children develop some independence skills. They engage in a self-registration activity, where they place their name on the wall and recognise their feelings. Children develop physical skills by catching and throwing a ball and are starting to recognise colours and animal names through play. They are familiar with their daily routines, such as toileting, tidying up and washing hands. During snack time, children have some opportunities to be independent by choosing their preferred healthy foods.

Care and Development

Poor

The majority of staff are aware of the policies and procedures to keep children safe and healthy. Staff provide healthy choices to children which include fruits, toast, milk and water. They obtain information in relation to children's preferences, intolerances and dietary needs and act upon these effectively. All incidents and accidents are recorded; however, they are not always recorded in a timely manner. There are procedures in place to record pre-existing injuries and medication records. Most staff present are fully aware of the policies and procedures and implement them on most occasions at the setting. On one occasion, a member of staff has been left alone with children in the room. The designated safeguarding officer does not always effectively implement the safeguarding policy. As a result, on one occasion, the designated safeguarding officer did not take appropriate action in a timely manner in relation to a safeguarding matter. This is placing people's health and well-being at risk, and we have therefore issued a priority action notice.

During the inspection, staff ensured they supervise children well. However, staff do not always ensure they always have two members of staff within the room to supervise children, impacting negatively on children.

Generally, staff manage interactions effectively. They provide warm and close relationships with children, and they understand children's needs and act upon these according to their ages and stages of development. Staff offer praise and encouragement to children and give them a sense of achievement as they show good painting work. This has a positive impact on children's well-being. Staff are good role models as they are consistently encouraging children to say 'please' and 'thank you'. Staff show empathy towards children who accidentally spill their milk on the floor saying, "*that's ok, that was only an accident.*" However, not all staff have adhered to and implement the positive behaviour management policies and strategies.

Staff fully implement the Welsh language offer for children attending the setting and ensure there is a smooth transition between using their home language and feeding Welsh vocabulary to the children. Staff enhance Welsh language development through stories, singing, circle time and discussions through play. Those running the setting day to day have a good understanding of additional learning needs and know how to raise any developmental concerns. They use 'in the moment' planning following children's interests and ideas and have a good understanding of their developmental next steps.

Environment

Good

Leaders have effective measures in place to ensure the environment is safe and secure. They ensure all doors and gates are secured and there is a record of visitors to the setting. Leaders organise consistent cleaning routines that reflect good hygiene practices. They have appropriate infection prevention and control practices in place, which successfully minimise the risk to children's health and safety. Leaders complete daily checks and risk assessments, which are regularly reviewed and updated effectively. Building and fire safety maintenance checks are regularly completed. Leaders complete and record regular fire drills.

Leaders ensure the building is warm, welcoming and accessible to all. Leaders make effective use of the space indoors and outdoors. They organise the furniture and resources according to the children's needs, enabling children to develop some independence whilst meeting personal needs and play preferences. The setting is located within a Welsh primary school. The main playroom is spacious with many interesting areas to be creative, social and to develop the children's curiosity. Leaders have organised the areas purposefully and at times, children have free flow access between the indoor and outdoor areas. The outdoor area is spacious and offers many opportunities for physical play and exploration. The environment promotes children's sense of belonging where their creative work is proudly displayed around the room. Toilets are accessible and meet the privacy and dignity needs of children.

Leaders organise good quality resources effectively. Indoors, there are opportunities for children to access boxes of construction kits, role play kitchen area, a Welsh language book corner, sensory resources and light box in an area soft sensory lighting. There is a range of Welsh tabletop activities and games that children can access freely and Welsh digital resources, which are readily available for children. Role play resources include many resources which enhance children's creativity and social and language skills. Outdoors, leaders ensure there are areas for creativity and exploration, which include a mud kitchen with utensils, mark making areas, physical play resources, construction blocks and a sand play area. Leaders ensure there are a good range of books and resources that enhance children's knowledge and understanding about different cultures and diversity.

Leadership and Management

Adequate

Leaders are proactive and have a positive vision for the setting. The statement of purpose is a suitable reflection of the setting and meets requirements. Policies and procedures are regularly reviewed and updated. However, leaders do not always ensure that staff are able to follow the policies and procedures effectively.

Leaders ensure all the required records are in place including staff and children's attendance, contracts and permissions. Public liability insurance is current and valid.

Leaders ensure all staff have updated and current Disclosure and Barring service checks. Currently employed staff suitability checks are complete, meeting regulations. However, full suitability checks for a new staff member working at the setting were not available for inspection as they had not been sought before the staff member had started at the setting. Therefore, this is an area for improvement, and we expect the provider to take action. Inductions for new staff members are embedded and supervisions and appraisals are completed regularly. Staff feel happy in their roles and supported by leaders who provide training opportunities and pastoral support along with regular staff meetings. Mandatory training is undertaken, and staff are qualified and experienced in their roles.

Leaders ensure that self-evaluation is purposeful and effective. They seek views, comments and suggestions from children, parents, staff and other organisations in order to create targets and drive improvements for the future running of the setting.

Leaders effectively engage with Care Inspectorate Wales about significant events and changes within the setting. They have completed the Self-Assessment Service Statement (SASS) for the setting in a timely manner.

Partnerships are strong. Parents are very happy with the leaders. They feel their children have made good progress at the setting and feel they are mostly happy at the setting. Information relating to the setting is shared with parents via webform app and termly letters are sent to parents about trips, events and fundraising. Leaders have arranged trips to the local area. There is a strong partnership between the setting and the school, where they come together for school sports activities and the reception teacher engages well with the setting to ensure an effective transition phase for children.

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
20	The Responsible Individual must ensure the Designated Safeguarding Officer correctly implements the safeguarding policy to safeguard children and ensure all staff are fully aware of their responsibilities to safeguard children.	New

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
28	The Responsible Individual must ensure all suitability checks are completed for all staff and volunteers who work with and care for children, in a timely manner.	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 15 - Staffing ratios	Ensure there are always two members of staff supervising children
Standard 9 - Behaviour	Ensure all staff implement positive behaviour management strategies

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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