



## Inspection Report

**Cylch Meithrin Seren Fach**

**Ty Harri Webb  
Dyffryn Road  
Mountain Ash  
CF45 4DA**

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

**This report is also available in Welsh**



**Date Inspection Completed**

09/07/2024

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## About Cylch Meithrin Seren Fach

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Seren Fach
Registered places	40
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	<a href="#">5 October 2022</a>
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

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

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

## **Summary**

Children are happy and can make choices and decisions independently. They are confident and engaged in their activities. Children form close, warm relationships with staff and other children.

Staff are mostly aware of their responsibilities to keep children safe and healthy. They are professional, appropriately qualified and enjoy their work. Staff are kind, caring and interact well with children. They provide suitable play activities to develop the children's skills and follow their interests.

People who run the setting have recently evaluated the security of the building. Risk assessments have also been reviewed. However, not all activities have written risk assessments in place. People who run the setting provide a range of play spaces to encourage children to play and learn. They ensure children have access to good purposeful resources and equipment to nurture children's overall developmental skills.

People who run the setting have suitable policies in place. However, some improvements are required in relation to safeguarding and record keeping. People who run the setting ensure the suitability of staff and invest in their development. They are committed to developing the setting to improve outcomes for children. People who run the setting maintain successful links with outside agencies and develop positive partnerships with parents who are very happy with the care their children receive.

**Well-being****Good**

Children have a good voice, make suitable choices about how they spend their time at the setting and play is mostly child led. For example, children move freely between the activities in the playrooms and make purposeful choices. Children know their opinions and interests are valued and acted upon. For example, older children have opportunities to contribute ideas for after school club activities.

Children are happy, settled, and comfortable at the setting. Many cope well with separation from parents or carers, coming into the setting with smiles on their faces. They know the staff well and approach them for guidance and comfort. Children are familiar with daily routines. For example, they join the train to leave the dining room together and move to the physical room.

Children interact well with staff who are very familiar to them. They ask staff for support or go to them if they need reassurance. For example, a child who was tired approached staff for cuddles. Interactions between children are mostly positive and they form constructive relationships. Children form friendships in line with their age and stage of development. Many play happily together or alongside each other. For example, a group of children engage in role-play for a sustained period. They organise themselves into the characters and use real-life resources to role-play in the home corner.

Children enjoy the activities on offer. They have great fun as they play happily together on the slide or engage in group play games such as hide and seek. They concentrate for appropriate periods of time during craft activities, imaginative play and games. Children are inquisitive and keen to show adults what they are learning. For example, some children included us in their play offering us cups of tea.

Children have opportunities to develop their independence. They confidently move around the learning areas, accessing resources to support their interests. For example, they move resources from the home corner to use in the sand in order to support their creative play effectively. Children develop independence skills naturally during the day such as, arriving and departing the setting and at mealtimes. During these times children are encouraged to do things independently before staff intervene, for instance, taking care of their belongings and re-cycling their food packaging.

**Care and Development****Good**

Many staff understand and implement policies and procedures to keep children safe and healthy. Staff are aware of the safeguarding policy and their duty to report to the designated safeguarding officer. However, when asked about their individual responsibility to report, not all staff were able to answer confidently. Staff complete the available forms and follow procedures for recording accidents, incidents and pre-existing injuries. They ensure that they inform parents of these and request a signature from parents to acknowledge the record. Staff are aware of the setting's procedures in dealing with allergies and medical conditions. They are aware of the setting's nappy changing procedures and provide for children's privacy and dignity.

Staff fully understand the behaviour management policy and use positive reinforcement. They offer praise and encouragement to children for good tidying and accomplishing their goals during play. Staff are good role models. They encourage good manners and remind children to say 'plîs' (please) and 'diolch' (thank you) during snack and mealtimes. They ensure children understand what is happening. For example, they give children warning by letting them know there is 5 minutes left before tidy up time. They create positive relationships with children in their care. As children play, staff show interest in their activities and discuss tasks in a calm and supportive manner. They create positive relationships with children in their care. Interactions are warm, engaging and demonstrate sensitive understanding and kindness towards children.

Staff ensure children are at the centre of their own learning. They support choices of children, allowing them to have opportunities to follow their own interest in the areas on offer. Staff observe children's progress and assess children's development to plan for their next steps and activities that meet their interests. Many staff promote children's learning through appropriate questions. For example, during a play activity staff asked suitable questions such as "*What colour is that?*". Developing staff's open-ended questions has been identified as an area for development and a plan is in place to support staff. Staff know children and their individual needs well. They naturally adjust care and behaviour strategies they use to suit individuals. Children with additional needs are well supported, and staff work effectively with outside agencies to ensure the best outcomes for children. Most staff are skilful in immersing children in the Welsh language as they play. Welsh is used first, but the English translation is offered if needed, to meet the needs of the children. Staff follow a key worker system which enables children to settle with familiar staff who understand their individual needs.

## **Environment**

**Adequate**

People who run the setting have recently reviewed systems and procedures in relation to the security of the environment. Following advice from fire specialists, they have fitted new

additional security measures to external exits. During the inspection they acted quickly on advice to restrict access to kitchen areas for children. People who run the setting have recently reviewed risk assessments and have put new ones in place. They recognise the need to regularly review and ensure they inform daily routines and are embedded into daily practice. People who run the setting arrange the use of the community hall, which is within the shared building. They use this area for events such as the graduation ceremony and parents are invited. However, written risk assessments are not in place for these activities. Visitors, parents and children enter via the main entrance which has a video doorbell. They keep a record of visitors who are required to sign in before entering the setting via a second locked door. Staff complete fire drills which are completed approximately every six months. However, they do not organise these practices regular enough to include all children that attend the setting during all the sessions offered.

People who run the setting ensure the indoor area is well maintained. Outdoor space is very limited but has been developed to allow for some outdoor activities. This area is covered to allow for all weather access and a lock is fitted to the gate for security. It was not in use during the inspection. People who run the setting continue to evaluate how, and when children use rooms on offer. This is because not all rooms have natural lighting and ventilation. They ensure children have access to areas for physical development and exercise in well-equipped larger rooms which offer space for children to develop physical skills. For example, they provide tricycles, balance apparatus and equipment for children to climb and crawl. People who run the setting also support children's emotional well-being providing areas with sensory equipment and spaces for quiet time and relaxation. People who run the setting ensure that the environment offers suitable facilities for children to be cared for. They provide further facilities for children to sleep in a room where individual mats are available. This room was not required by children attending during the inspection. There are a suitable number of children's toilets and nappy changing facilities to meet the needs of children that attend.

People who run the setting ensure the quality of resources. Furniture, equipment, and toys are appropriate, of a high standard and are well maintained. A range of resources are kept at children's level and accessible to them. As a result, children are very familiar with fetching and returning equipment to the appropriate places. People who run the setting provide stimulating resources for all ages and stages of development. For example, children develop their skills through role-play in a home corner using 'real objects' such as mugs and spoons and teapots. These imaginative resources as well as robust wooden furniture facilitate play opportunities.

## **Leadership and Management**

**Adequate**

People who run the setting engage with Care Inspectorate Wales (CIW) and notify of significant events. An incident occurred where not all children were safeguarded. As a result of this event, people who run the setting have made improvements to the environment and have reviewed policies and procedures that safeguard children. They

identified and produced a procedure to follow to investigate significant events and a copy was provided to CIW. However, these policies and procedures are not yet embedded. This is an area for improvement and will be reviewed at the next inspection. People who run the setting ensure that there are enough qualified staff to care for the children attending. They keep records of children's attendance and include arrival and departure times. Staff are also required to sign in and out of the building. However, there is no system for recording staff breaks and therefore no record of those who care for children at all times is retained. There is a medication policy in place. However, not all staff have followed it fully in relation to the records as permission for administration of medication is not always obtained from parents. This is an area for improvement and will be reviewed at the next inspection.

People who run the setting are committed to improvement and have welcomed feedback from the inspection. They work with a variety of outside agencies and professionals and are prepared to accept feedback and act upon matters which are brought to their attention. They registered with the Information Commissioner's Office during the inspection. People who run the setting complete the annual quality of care review and report. They seek views about the setting from staff, parents, and children. People who run the setting consider these views and identify areas of strengths, and priorities. They do not fully offer the active offer as key documents such as the Statement of Purpose is not available to parents in Welsh and their position on the active offer is currently under review.

People who run the setting follow recruitment procedures and confirm that all staff hold a current Disclosure and Barring Service (DBS) certificate. People who run the setting ensure the training needs of staff is maintained and there is a clear training matrix in place. Most staff have complete mandatory qualifications such as safeguarding, first aid and food hygiene. People who run the setting are currently reviewing the deployment of staff and free flow opportunities for children. They hold regular supervisions and appraisals, and there is a focus on supporting staff well-being as well as their personal development. Staff said they feel very well supported by leaders and they are happy in their work.

Partnerships are strong. Staff engage in conversations with staff about their child's day and provide information for parents via an electronic application. People who run the setting have a complaints policy and procedure in place although no formal complaints have been received. Parents feedback is very complimentary of the setting with many commenting on the friendly staff and approachable management. Many others comment how happy their children are attending commenting on the wonderful care and development of their children.



### 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
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30	The Responsible Individual must ensure that accurate records are maintained of the persons who care for children. The Responsible Individual must ensure that records are maintained for parents consent for the administration of medication to children.	New
20	The people who run the setting must ensure proper provision for the care and supervision of children at all times.	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 20 - Child protection	Ensure all staff are aware of their responsibilities in relation to the safeguarding of children.
Standard 24 - Safety	Ensure children are familiar with the fire evacuation procedures by including all children in the practices.
Standard 24 - Safety	Ensure all activities and outings are fully risk assessed and reviewed.
Standard 11 - Medication	Review the medication policy and ensure is implemented by all staff and discussed with parents.

Ratings	What the ratings mean
<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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