



Inspection Report

Cylch Meithrin Dolgellau

**Canolfan Deulu Dolgellau
Old Drill Hall
Smithfield Street
Dolgellau
LL40 1DE**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

23/09/2024

Welsh Government © Crown copyright 2024.

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gov.uk
You must reproduce our material accurately and not use it in a misleading context.*

About Cylch Meithrin Dolgellau

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Dolgellau
Registered places	48
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	20 February 2024
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>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Adequate

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

Summary

Children are happy and settled. They have formed positive relationships with staff and each other. Children are confident to make choices about how they spend their time and enjoy the activities available to them. They are confident to ask staff for support if needed and know their individual wants and needs will be respected by staff.

Staff understand their responsibilities to keep children safe and healthy. They provide responsive care and use positive methods to encourage children to interact well together. Staff take children's individual interests and developmental needs into account when providing activities and work well with external agencies to promote children's learning and development.

People who run the setting ensure the premises are secure and in good condition. They have robust systems in place to monitor and manage risks, as well as fire safety effectively. People who run the setting make the environment welcoming to children. They provide a selection of suitable toys and equipment, including a good range of opportunities to explore natural and real-life materials. However, the opportunities to learn about different cultures is limited.

People who run the setting generally understand their responsibilities. They have a range of policies in place to ensure the setting is well run and staff understand their roles. However, people who run the setting need to ensure staff receive regular and meaningful supervision meetings. People who run the setting have established suitable partnerships with parents, ensuring they are well informed about their children's learning and development.

Well-being**Good**

Children are happy, settled and enjoy their time at the setting. They move freely around the available activities, leading and directing their own play throughout the day. Children have formed close bonds with staff and feel confident to approach them for help or support when needed. For example, children approach staff to ask for help opening packets during lunch time and to find their shoes so they can go outside to play. Children feel valued as staff respect all attempts at communication and listen intently to what children have to say. For example, children are eager to show staff the insects they have found while playing outdoors and smile as staff show great enthusiasm and ask questions.

Children clearly feel secure in their surroundings. They are confident to approach visitors to talk about what they are doing. They are confident to express their wants and needs to staff, knowing that their wishes will be respected. For example, staff ask the children if they are ready for a nap and respect their wishes when they say they want to continue playing. Children have formed positive bonds with the staff and approach them for reassurance when they need it. They are eager to involve staff in their play, often approaching them to show what they are doing or asking staff to read books with them.

Children interact well together and are beginning to form friendships with each other. For example, children work together to pop the bubbles on the bubble wrap, enthusiastically discussing which parts they can pop next and how it's easier to pop them by stomping their feet. Children are learning to take turns and share resources. For example, they take turns to use the coloured pens when experimenting in the arts and crafts area. They are happy to wait for their turn to use the bikes and scooters with a few gentle prompts from staff.

Children are motivated to explore their environment and enjoy taking part in the activities on offer. For example, children enjoy experimenting with the different containers, pretending to wash the toy animals in the outdoor water tub. They concentrate well on activities and enjoy learning how to use different equipment during play activities, such as scissors, magnifying glasses and different brushes.

All children are encouraged and supported to do things for themselves. They complete some self-care tasks independently, with support provided if needed. Children wash their own hands as independently as possible, choose their own fruit and clear their own plates at snack times. Children also choose when to have their snacks and can lead and direct their own play throughout their time at the setting.

Care and Development

Good

Staff understand their responsibilities to keep children safe and healthy. They are confident in the procedures to follow should they have a concern about a child. Staff have completed training on safeguarding children. Staff have current paediatric first aid certificates and any accidents or incidents that do occur are recorded effectively and shared with parents. They encourage healthy habits by providing plenty of opportunities for physical activity and for children to spend time outdoors in the fresh air. Staff promote good hygiene by encouraging and supporting all children to wash their hands as needed and follow effective methods during nappy changing and food preparation. There are efficient systems in place to ensure staff are aware of children's individual dietary requirements so they can ensure children receive suitable snacks.

Staff have formed positive relationships with the children. They speak with them affectionately and treat them with care and respect. Staff use effective and consistent strategies to promote positive behaviour in accordance with the setting's policy. For example, staff support children when they find it difficult to share or take turns and provide a clear explanation when their behaviour is not acceptable. Staff also model social skills effectively when playing alongside the children; they model saying 'thank you' and praising each other during activities.

Staff prepare the play areas with an appropriate amount of activities for children to choose from. These are normally prepared according to children's interests and what staff think the children will enjoy, including a good mix of indoor and outdoor activities. Staff are working closely with external agencies to implement a system where children can follow their own interests and learn through independent exploration and child-led activities. This is still in the early stages, with further development planned. Staff gather comprehensive information about children's individual care, personal and medical needs before they begin attending, helping them to plan effectively to meet individual needs. They have effective procedures in place for seeking and providing support for children with additional needs. They record observations and note any concerns on children's individual files and work effectively with external agencies to ensure children receive the support they need.

Environment

Good

People who run the setting provide a safe and secure environment., The entrance to the setting is controlled, with external doors which are kept locked. Visitors can only gain access by ringing the bell and are then required to show identification and sign the visitors book on arrival. Staff keep an accurate register of children and staff attendance, including the times of arrival and departure and any movement between rooms. People who run the setting have comprehensive written risk assessments in place, which outline any potential hazards to children's safety and the steps taken to manage or eliminate these hazards. These documents are reviewed and updated regularly to ensure any potential hazards are monitored and managed effectively. Staff ensure that regular fire drills are held so that the children and staff know how to leave the premises quickly and safely in an emergency.

People who run the setting ensure all areas used by children are spacious, welcoming and appropriately maintained. The outdoor play area offers a good range of opportunities for children to explore and play to develop their imagination. This includes a mud kitchen, water play area and a variety of recycled materials and sensory activities. A separate outdoor area for the younger children enables them to safely take part in sensory exploration. People who run the setting encourage children to be curious learners. Inside the setting, there are plenty of opportunities to explore real life materials, such as telephones, recycled packets and bottles and a range of hats, shoes and clothes. This enables children to develop an understanding of the world around them and to develop their imagination. However, children's access to toys and resources which promote cultural awareness is more limited.

People who run the setting provide a good range of toys and resources which are in good condition and are appropriate to the children's ages and stages of development. A sufficient selection of toys and resources are stored at low level so children can access them freely and independently. Some activities are selected by staff and set out so children can choose if they want to take part. Furniture and resources in each playroom are suitably sized according to the ages of the children who will use them. The toilets have suitable facilities, with low sinks and toilets to promote children's independence. All toys and resources are cleaned regularly, with records kept when these tasks are carried out so they are monitored effectively.

Leadership and Management

Adequate

People who run the setting share a clear vision with staff and have a good range of policies and procedures in place, which contribute effectively to the smooth running of the setting. They review these policies regularly, ensuring they are up to date and contain all the required information. People who run the setting ensure the statement of purpose provides a clear and accurate description of the service offered. This enables parents to make an informed decision about whether or not the setting meets their child's needs.

People who run the setting have robust arrangements for identifying strengths and areas for improvements. They regularly seek verbal feedback from parents as well as through sending questionnaires to parents and staff. Feedback is also sought from children through discussions and conducting daily observations. People who run the setting write a report in response to the feedback received, identifying any improvements made to date and those planned for the future.

People who run the setting have put effective systems in place to ensure there are plenty of staff present at all times to supervise children well and carry out routine tasks effectively. Staffing ratios always meet National Minimum Standards, including during break times and school runs. People who run the setting ensure robust recruitment procedures are in place in order to safeguard children. Staff files are comprehensive and contain all the required information. Staff told us they can approach the people who run the setting at any time to discuss any issues and their training needs. People who run the setting have provided all staff with evaluation forms so they can outline any training needs or issues. However, staff supervision meetings have not yet taken place for all staff members. This has been identified as an area for improvement and we expect people who run the setting to take prompt action.

People who run the setting have appropriate systems in place for communicating with parents, keeping them well informed about their child's time at the setting. Staff complete individual daily diaries for the younger children to share information with parents about the activities children have taken part in. This includes how children have eaten, when they have slept, details of their toileting needs and any changes in their mood. People who run the setting have newly set up an online system where they can share photographs, individual observation notes and details of which activities children have taken part in. This ensures parents are given plenty of details about their child's time at the setting.

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
27	The Responsible Individual has failed to maintain the appropriate staffing ratios.	Achieved
28	The Responsible Individual must ensure care staff and volunteer suitability checks are completed prior to working with children.	Achieved
20	The Responsible Individual must make sure all staff are making the proper provision for the supervision of relevant children to ensure children's safety. They must ensure planning provides appropriate opportunities for children's learning and development.	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.

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 all staff receive both supervision and appraisal meetings which allows them to effectively support the needs of children.	Not Achieved
30	The Responsible Individual must ensure staff registers accurately reflect staff deployment or movement within the setting, including staffing breaks or when they leave for school runs.	Achieved
25	The Responsible Individual must ensure that unnecessary risks to the health and safety of relevant children are identified and so far as possible eliminated. Hygiene practices and procedures are not carried out well enough and could lead to the spread of infection.	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)
	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)
Increase the number of resources which promote cultural awareness and diversity to enhance children's knowledge and understanding of the world around them.
Further develop play opportunities in line with children's interests to promote learning and development.

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- [Inspection report survey](#)

If you wish to provide general feedback about a service, please visit our [Feedback surveys page](#).

Date Published 11/11/2024