



## Inspection Report

**Cylch Meithrin Y Waun Ddyfal**

**St. Michaels & All Angels Anglican Church  
Whitchurch Road  
Cardiff  
CF14 3JL**

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

**This report is also available in Welsh**



**Date Inspection Completed**

15/07/2024

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## About Cylch Meithrin Y Waun Ddyfal

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Cylch Meithrin Y Waun Ddyfal
Registered places	14
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	29 June 2022.
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><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Good</b>
<u><a href="#">Environment</a></u>	<b>Good</b>
<u><a href="#">Leadership and Management</a></u>	<b>Poor</b>

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

### **Summary**

Children are happy, settled and have consistently good experiences at the setting. They make worthwhile and valuable choices about activities they engage in and can follow ideas and interests when appropriate. They have strong relationships with staff and interact with them confidently.

Staff keep children safe and implement the setting's policies and procedures purposefully. Interactions between staff and children are positive and warm and staff skilfully support children's needs.

Leaders ensure the indoor environment is clean, safe, and suitable throughout. They implement risk assessments to ensure all possible risks are considered. Leaders provide a range of good quality toys and resources indoors. The outdoor area is used well. Staff ensure children make good use of resources to develop and further enhance the experiences offered.

The leadership and management at the setting is inconsistent and a priority action notice has been issued in relation to support provided to staff. The responsible individual, who is new to the post, is keen to make improvements and has told us they will address issues raised as a matter of priority.

## Well-being

## Good

Children have good opportunities to make choices and decisions about what affects them. They can decide where and what they play with, and consistently have choice about whether they would like to participate in an activity. They speak confidently and those who are not yet able to communicate verbally use signals such as pointing to successfully convey their needs and wishes. For example, a child motioned to staff that they wanted to play a treasure chest game and staff supported them with the game.

Children arrive at the setting eager to see staff and their friends. They have warm and positive relationships with staff and know they will help and support them. For example, children pretend to be dinosaurs and staff begin to sing a dinosaur song and encourage children to do the actions. Children know the daily routines well, which helps them feel settled and at ease in their surroundings. For example, they know to wash their hands before snack and mealtimes and enjoy daily circle time activities such as singing rhymes and counting.

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, children share chalks and colour in chalkboards together. Children are beginning to understand the needs of others and consider their friends' feelings. We heard one child say to their friend, "your turn now," as they practised jumping on the trampoline.

Children enjoy their play and learning. They benefit from a good range of age-appropriate play and learning resources in the playroom and outside. They choose from a variety of exciting and enjoyable activities. For example, we saw children enjoy mixing ingredients to bake biscuits for a party. Children are encouraged to follow their own interests and most sustain their play for periods suitable to their age and stage of development.

Children have good opportunities to develop their independence. For example, children serve their own food at snack times and with support, put on their coats and shoes to play outside. Children help to tidy away their toys at given times. They are learning to manage their own health and hygiene needs with support. For example, children wash their hands before and after snack and brush their teeth.

## Care and Development

Good

Staff have a good knowledge of their roles and responsibilities to keep children safe. They have a very clear understanding of safeguarding issues, the signs and symptoms of abuse and their own duty to report concerns. Staff promote health and hygiene effectively. They encourage children to wash their hands after using the toilet, playing outside and before food. Staff undertake fire drills regularly, ensuring that children and staff have frequent opportunities to practise leaving the building safely. They are clear about the safe management of food allergies. Staff record accidents, incidents, and pre-existing injuries; however these were not always signed by the parents. They regularly monitor these records to look for patterns and trends and take action to address any they find. Staff complete registers to show children's attendance accurately. They ensure children have access to regular daily outdoor play and learning experiences, giving them the benefits of physical exercise and fresh air.

Staff 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 snack time we saw staff chatting to children about the plans for their end of term party and which games they would like play. Staff have formed positive relationships with children, speak to them affectionately and treat them with care and respect. They use effective strategies to promote positive behaviour in accordance with the setting's policy. For example, staff distract children with another activity if they find it difficult sharing or taking turns and provide a clear explanation when their behaviour is not acceptable. Staff also model good social skills effectively when playing alongside children, saying thank you and praising each other during activities.

Staff are committed to providing a good range of play and learning activities with an appropriate balance of child and adult-led opportunities. They play alongside children looking for opportunities to extend their learning. Staff assess children's abilities and know their next steps and stages in their development. Activity planning is based on children's ideas, developmental needs and preferences. However, observations and planning are not formally recorded. The use of Welsh is strong throughout the setting.

## Environment

Good

The premises are warm, safe, and well maintained. Staff ensure that only authorised access is granted via a secure entrance. Risk assessments are in place for the premises and children's activities. Staff keep children safe by completing daily safety checks of the environment to identify and where possible eliminate risks to children's safety. Leaders ensure that routine safety checks and certificates for the building and appliances, including insurance are in place. Staff carry out regular fire drills so that children and staff know how to leave the premises quickly and safely in an emergency.

Leaders provide a spacious and welcoming environment for children. Staff organise the setting in an effective and attractive manner to stimulate children's curiosity, imagination, and development. For example, areas such as the 'home corner' and the craft table are set up attractively and invite children to play. 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 outside to the garden, children can access a large, varied, and attractive space to play and learn. Staff display children's artwork and photographs of the children at work and play around the playroom as a celebration of their achievements.

Staff ensure toys, resources, furniture and equipment at the setting are well maintained and of high quality. They provide suitable furniture and resources to support children's independence. For example, child sized tables, chairs, and low-level toy storage are suitable for the ages of children who attend. Outside is a large and inviting space where children can explore and learn about the world around them and develop a range of skills. There are a suitable number of children's toilets and nappy changing facilities available, which are clean and fresh. Staff ensure that real life and multi-cultural items promote children's awareness of equality and cultural diversity. They regularly check toys, equipment, and resources to ensure that they are clean and in good condition.

## Leadership and Management

Poor

Leaders ensure some aspects are appropriately managed, but improvement is needed in some areas. They have produced a statement of purpose that provides an accurate picture of how the setting runs. Leaders have a wide range of policies and procedures that they review annually. They obtain the required information relating to children's needs including permissions for elements of care such as emergency medical treatment. Leaders notify Care Inspectorate Wales (CIW) of significant events affecting the well-being of children in their care including changes to staff and leadership.

Leaders monitor the quality of the service and plan for improvements appropriately. They seek feedback from parents, children, and staff. Leaders use this information to write an annual quality of care report which identifies strong practice and areas for development. The report includes positive feedback from parents which demonstrates a high level of satisfaction with the service provided.

Leaders complete appropriate recruitment procedures to ensure staff are suitable to work with children and they have systems in place to ensure Disclosure and Barring Service (DBS) checks are renewed every three years. Most staff have up to date mandatory training such as first aid and safeguarding. However, improvements are needed to ensure some staffing procedures are compliant with the regulations. Staff have not received formal supervisions or appraisals since beginning their roles. This has resulted in a negative impact on professional development and impacts their ability to create a positive working environment and the best outcomes for children. We have therefore issued a priority action notice and expect the provider to take action to address this. During the inspection, a new responsible individual (RI) was appointed.

Parents we spoke with were positive about the care provided and noted the staff were welcoming and friendly. There are effective systems in place to keep parents well informed about their child's time at the setting. Thorough verbal handovers are exchanged between staff and parents at the start and end of sessions. Leaders have a positive relationship with staff at the local primary school which eases children's transitions from the setting and into school.



### 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
29	The Responsible Individual must ensure all staff have regular supervisions and appraisals to allow opportunities to discuss any concerns and identify further training and development.	New
31	The Responsible Individual has not notified CIW of staff changes at the setting. CIW must be notified of all changes to staff including leadership.	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

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 5 - Records	Record pre-existing injuries and ensure parents sign records.

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)
Consider formalising observations and planning.

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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