



Inspection Report

Cylch Meithrin Treletert

**Ysgol Ger Y Llan
St. Davids Road Letterston
Haverfordwest
SA62 5SL**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

13/06/2024

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About Cylch Meithrin Treletert

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Treletert
Registered places	16
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	This was a post-registration inspection.
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>	Good

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

Summary

Children have a strong voice and are confident that their feelings and needs are respected. They are happy, settled, and feel a sense of achievement in what they do. Children's interactions with each other and staff are positive. They thoroughly enjoy their time at the setting and are becoming increasingly independent.

Staff keep children safe and healthy by following their policies and procedures well. Their interactions are positive, kind and encouraging. Staff promote children's play, learning and development successfully. They have a good understanding of children's individual needs and preferences, and Welsh is promoted.

The setting is located within the primary school of Ysgol Ger y Llan. Leaders have effective systems in place to ensure the environment is safe and secure. They ensure the premises is warm, comfortable, and welcoming. Leaders organise good quality resources in different areas of the room.

Leaders are very organised and have a very good understanding of their regulatory requirements exceeding the National Minimum Standards (NMS). They have completed an effective quality-of-care report which drives improvement. Leaders ensure there are effective suitability checks and professional development is promoted. Partnerships are good.

Well-being

Good

Children have a strong voice and feel confident that their feelings and needs are respected by staff. They move around freely choosing their desired resources and areas. For example, they create pizzas and pancakes with playdough, and move them to the kitchen role play area to bake. Children feel confident that their needs are fully respected. When they asked to go outdoors, this was acted upon by staff; whilst children who wished to play inside due to the poor weather conditions stayed indoors by choice. Children feel their preferences are acted upon. They chose their preference of any coloured wellies and waterproof clothing. Children are listened to. They choose to paint a picture of lollypops and were very proud when they were displayed.

Children feel happy, settled, and confident. They arrive at the cylch smiling as they are greeted by familiar staff. Children feel valued when they are praised for threading beads on a lace successfully. They feel consistently happy, especially when they are clapped and cheered by both staff and children for counting in Welsh. Children feel a sense of achievement when they successfully copy a sequence of colours and others proudly showed staff their rocket picture and their name.

Children's interactions are positive. They respond positively to compliments given to them by friends and staff during circle time. They smiled when told "*I like your hair*" and "*I like your socks.*" Children show empathy towards each other by sharing. For example, they share farmyard resources and confidently ask staff to help them to join the tractor and trailer together. When children find sharing hard, they respond positively to staff interactions and distractions, accepting other toys. Children show strong relationships with staff. They run to staff to show them playdough models, and at other times, they run to them for cuddles.

Children thoroughly enjoy their time at the setting. They play with a range of areas and resources, such as, small world toys, kitchen role play and creative colouring and painting tasks. Children are excited about their outdoor play time. For example, they jump and splash in puddles laughing hysterically. They enjoy imaginary play using cars and models of people and animals. Children concentrate well for their ages and stages of development. They focus on colouring and painting lollypops for a considerable amount of time.

Children are becoming increasingly independent. They confidently pour their own milk and water and help themselves to their personal drinks when needed. As they arrive at the setting, they confidently and independently take their bags to the designated area and place their coats on their personal pegs. Children are responsible for being 'helpwr y dydd' (Helper of the day) and are very respectful towards the resources of the setting when tidying, and help others during snack time. Children confidently ride bikes and cars. They successfully use fine motor skills to write names and use cutters and tools to create shapes with playdough. During lunchtime, children take the opportunities to cut their own fruits.

Care and Development

Good

Staff keep children safe and healthy. They follow policies and procedures to eliminate any health risks to children and supervise them successfully. Staff ensure that children have nutritious snacks and drinks during snack time. All food areas are sanitised before children eat, and they are encouraged to wash their hands. Those preparing foods for children wear personal protective equipment (PPE) and have attended food hygiene training which are in date. Staff effectively ensure nappy changing procedures and infection control guidance are adhered to. For example, they wear PPE to change children's nappies and ensure all areas are sanitised between each child. Staff understand their roles and responsibilities to protect children. They confidently responded according to safeguarding policy in relation to what steps they would take if there was a child welfare concern. Staff keep records of incidents, accidents, and pre-existing injuries. Medication records and health care plans are in place, and staff have received the necessary training to meet individual children's medical needs. However, signatures are not always obtained when medication is administered. They know and act upon children's intolerances and dietary needs. All staff have received paediatric first aid and safeguarding training.

Staff interactions are positive, kind and encouraging. They very effectively promote children's self-esteem and confidence. For example, they praise children for writing their name, being kind and for eating well. They reward children's achievements with stickers. Staff use positive behaviour management strategies to manage children's interactions. They encouraged children to be careful when they excitedly crashed the pushchairs and encouraged children to use 'gentle hands' to share the toy cars which was a success. Staff are good role models and encourage children to use their manners. They encourage children to use '*please*' and '*thank you*' during snack and lunch time.

Staff promote children's play, learning and development successfully. They have a good understanding of children's individual needs and preferences. For example, they use individual assessments and observations to inform them of children's developmental next steps. This information is shared with parents regularly. Staff have a good understanding of additional learning needs and recognise how to access sources of support within the local authority. They have embedded the 'one page' profiles for each child. Staff effectively promote the Welsh language by engaging in Welsh conversation with children as they play. They discuss colours, shapes, names of animals and use incidental Welsh. They sing Welsh songs to children and have discussions with children about their feelings and encourage them to be kind to others. Staff have embedded 'in the moment' planning based on previous observations of children's abilities and preferences. They plan some activities that promote different cultures and diversity.

Environment

Good

Leaders have effective systems in place to ensure the environment is safe and secure. There is a security system where no members of the public can access the school premises without consent. All visitors are asked to sign in to the setting. Leaders identify any potential risks and eliminate them as far as possible by completing daily checks of the environment. They have detailed risk assessments on all areas and activities both inside and outside the setting, and these are regularly updated. Maintenance checks are conducted, and fire alarms and extinguishers are regularly maintained and checked. Fire risk assessments are updated, and fire drills are regularly conducted and recorded. All areas accessible to children are free from harmful chemicals and medicines. There are cleaning records in place and all areas are visually clean.

The setting is located within the primary school. Leaders ensure the premises is warm, comfortable, and welcoming. There are tables and chairs where children can socialise, play, and eat, which are of suitable height for the stages of children's development. There are quiet areas and opportunities to relax and read when needed. Toilets are located within a short distance of the cylch, and there are plenty of toilets, toileting aids and washing basins for children. The indoor area is very spacious and organised to promote children's independence, creativity, language skills, and problem-solving skills. The outdoor area is a very spacious area with a sheltered canopy. The area promotes physical development and creativity. They utilise other areas of the school grounds at times, as well as walks and visits to the local amenities and areas.

Leaders organise good quality resources in different areas of the room. They have mark making resources available for children, small world and construction toys, role play dressing up clothes and kitchen, puzzles, as well as a reading corner. There are various Welsh books and dolls available which promote cultures and diversity. Leaders ensure Welsh vocabulary is displayed for weather, colours, the alphabet, themes, and vocabulary. There is a display of children's artwork promoting children's self-esteem and a sense of belonging. The outdoor area has been successfully organised, to include physical play and balancing resources, a creative mud kitchen and a picnic area.

Leadership and Management

Good

Leaders are organised and have a very good understanding of their regulatory requirements and exceed the National Minimum Standards (NMS). They have policies and procedures which meet current guidance and requirements, and these are met by staff in practice. However, not all policies and procedures are regularly reviewed. The statement of purpose is a good reflection of the current running of the setting and meets requirements. Leaders ensure all staff have current Disclosure and Barring Service (DBS) checks. They ensure that all required records are kept. For example, children's contracts and permissions are in place, as well as attendance records for children and staff.

Leaders have completed a quality-of-care report which includes the views of children, parents, staff, and other professionals. Reviews are positive and actions are created in response to the feedback received.

Leaders ensure there are sufficient staff available to meet and often exceed the staff to child ratios. They ensure all staff know their roles and responsibilities. Staff suitability checks are in place prior to the employment of staff, and quality inductions are embedded. Supervisions and appraisals are conducted, and professional development is promoted. Staff have received the 'Curriculum for Wales' training as well as other training opportunities to improve children's speech and language skills, planning, assessment, and play in the outdoors. Leaders have completed the self-assessment of service statement (SASS) and have informed Care Inspectorate Wales (CIW) of changes to the setting.

Partnerships are good. Leaders ensure there are various ways of communicating with parents. They speak to parents positively. They update parents on any matters affecting the children's needs, preferences, and well-being. Leaders ensure that parents are informed of changes to the setting via an online webform app. They are informed of children's daily progress and share different observations and pictures with parents. Leaders have good communication with the primary school, they have ensured that the setting's children have joined in with the school sports days and fun days.

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
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N/A	No non-compliance of this type was identified at this inspection	N/A
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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 18 - Quality assurance	Ensure all policies and procedures are regularly reviewed
Standard 11 - Medication	Ensure to obtain signatures of parents when medication is administered

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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