



Inspection Report

Cylch Meithrin Cefnfaes

**Cylch Meithrin Cefnfaes
Plas Ffrancon
Coetmor New Road
Bangor
LL573DT**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

07/10/2024

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About Cylch Meithrin Cefnfaes

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Cefnfaes
Registered places	35
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	This setting was re-registered as a CIO on the 5th December 2023. This is the first inspection of the setting under the new registration.
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service 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 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.

Leaders 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. Leaders make the environment welcoming to children. They provide a wide selection of toys and equipment, including a good range of opportunities to explore natural and real-life materials. However, the opportunities to explore toys and resources which promote cultural awareness is more limited.

Leaders understand their responsibilities and strive to provide a high quality service to children and their families. They have a range of policies in place to ensure the setting is well run and staff understand their roles. They support staff well and ensure they have regular opportunities to discuss their professional development, however do not always keep records of staff supervision meetings. Leaders have established suitable partnerships with parents, ensuring they are well informed about their children's learning and development.

Children are happy and settled. They move freely around the playroom, choosing activities they want to take part in. They follow their own interests and join in more structured activities, such as painting, when they are ready. Children have formed close bonds with staff and feel confident to approach them for reassurance when they need it, knowing that this will be provided promptly. They feel valued as staff respect all attempts at communication and listen intently to what children have to say. For example, children are eager to share their stories with staff while they sit and eat their breakfast, smiling as staff show great enthusiasm in what they have to say.

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, children are confident to let staff know when they are ready for their breakfast or snack and to ask for toys they want. Nearly all children are eager to share their achievements and involve staff in their play as they know they will respond with enthusiasm. For example, children enjoyed building a tower with a staff member using magnetic shapes, cheering and laughing together when the tower fell over.

Children are beginning to form friendships and are developing an awareness of each other's emotions. For example, when children fall over or hurt themselves their friends come over to give them a hug to help make them feel better. Children interact well together and are developing positive social skills. They share resources and are happy to take turns with a few gentle prompts from staff; they happily wait their turn to use the slide and cheer as their friends take a turn.

Nearly all children are highly motivated to explore their environment and enjoy taking part in the activities on offer. For example, children have fun experimenting with the autumnal coloured play dough. They enjoy creating patterns in the clay using the sticks, pinecones and conkers. They concentrate well and persevere when taking part in more difficult tasks. For example, they have fun using glue sticks to create art work using autumn leaves, persevering when manipulating the glue sticks to successfully stick the leaves to the paper. Lots of laughter and happy chatter can be heard while children enjoy the activities available to them and as they excitedly show staff and their friends what they are doing.

All children are encouraged and supported to do things for themselves. They complete self-care tasks independently, with support provided if needed. For example, they prepare their own bowls of cereal at breakfast time and help to tidy their bowls and cups afterwards. All children lead and direct their play and choose resources as they wish, this is because toys and activities are set out in a way that enables children to access them easily and independently.

Care and Development

Good

Staff are confident with regards to their duties to safeguard children; they have all received safeguarding training and answer questions confidently when asked about the correct steps to follow should they have concerns about a child. Staff ensure children know how to exit the premises quickly and safely if required by completing regular fire drills. These practices are well documented on a dedicated log. Plenty of staff have current paediatric first aid certificates and any accidents or incidents that do occur are well recorded and shared with parents promptly.

Staff encourage healthy lifestyles by providing plenty of opportunities for physical activity and for children to spend time outdoors in the fresh air. They promote good hygiene, encouraging and supporting all children to wash their hands as needed. They follow effective cleaning routines and use personal protective equipment (PPE) to help prevent the spread of germs. A range of healthy breakfasts and snacks are available for children and efficient systems are in place to ensure staff are aware of children's individual dietary requirements.

Staff speak to children with warmth and affection. They are kind, provide comfort and reassurance when children need it and treat them with respect. They encourage positive interactions using highly positive and effective strategies. Staff model positive interactions throughout the day and give clear instructions whilst explaining to children when their behaviour is not appropriate. For example, when children do not want to share toys, staff clearly explain everybody can use the toys. They support children to find ways of asking politely and taking turns, congratulating children when they manage this well. Plenty of praise is also given for following instructions, demonstrating kindness and completing activities.

Staff know the children well and respond to their individual needs effectively.

Comprehensive details about children's preferences and individual needs are sought prior to them starting and this information is used to plan a variety of stimulating activities and experiences for children. Staff conduct regular observations and assessments for all children, and these are kept in the children's individual learning records and used to plan their next steps for learning. Photographs and samples of children's work are collated to create individual books showing children's progress throughout the year. Staff also collate videos and photographs to create a montage, which is shared with parents during a special ceremony celebrating children's achievements. Staff 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

Leaders prioritise children's safety and ensure staff follow procedures effectively to safeguard children. For example, staff ask visitors to sign the visitors book on arrival and they ensure the premises, including the outdoor areas are safe and secure. This prevents any unauthorised access to the premises. Staff keep an accurate register of children's attendance. While these records did not initially include the times of arrival and departure of each child, these were immediately updated to include this information. Leaders have comprehensive written risk assessments in place. These outline any potential risks to the children's safety and the action taken to manage or eliminate these risks. These documents are reviewed regularly, and any actions required are completed promptly, ensuring all potential hazards are monitored and managed effectively.

Leaders ensure that all the areas used by the children are spacious, well-maintained and welcoming. The playroom is well organised and attractively decorated in neutral colours with natural materials where possible. For example, there is an emphasis on using wooden toys, natural materials for construction, real objects in the role play areas and wicker baskets for toy storage. Toys and resources are well organised in boxes and are stored at low level so children can choose from them independently. The outdoor play area provides a good range of opportunities for the children to explore and play to develop their imagination and understanding of the world around them. For example, a water play area, climbing apparatus, a mud kitchen, mark making areas and a construction area. While there are some toys and resources promoting cultural awareness, these are currently used during more focused and adult led activities. The selection of these resources which is available for children to explore freely is currently more limited.

Leaders 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. They are well-maintained and cleaned regularly, with staff keeping accurate records of when this is completed. Furniture and equipment are well thought out and 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 the children's independence. All activities and learning experiences are well set out, ensuring children can make choices freely and follow their interests.

Leadership and Management

Good

Leaders share a clear vision for the setting with staff and have a good range of policies and procedures in place, which contribute effectively to the smooth running of the cylch. They review 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 the setting meets theirs and their child's needs.

Leaders have robust arrangements for identifying strengths and areas for improvement. They regularly seek verbal feedback from parents as well as through sending feedback questionnaires to parents and staff. Children's views are also sought by talking with them about their interests and conducting daily observations. Leaders create a report in response to the feedback received, identifying any improvements made to date and those planned for the future.

Leaders have 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. They ensure robust recruitment procedures are in place to safeguard children. Staff files are comprehensive and contain all the required information. Staff told us they can approach leaders at any time to discuss any issues and their training needs. Leaders ensure staff have regular opportunities for individual supervision meetings. However, these meetings are not always recorded.

Leaders have effective systems in place for communicating with parents, keeping them well informed about their child's time at the setting. Daily diaries are completed giving details of each child's time at the setting and a closed page on social media is used to share photographs and information. Leaders ensure regular opportunities for parents to visit the setting to discuss their children's progress. Parents we spoke with were very complimentary about the setting, stating staff were friendly and approachable, and the setting was very flexible and supportive to their individual needs. Leaders have developed strong links with the leisure centre in which the setting is situated. This allows them to arrange regular opportunities for children to take part in leisure and sports activities, as well as community projects.

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.

Area(s) for Improvement

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	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 13 (Day Care) - Suitable Person	Keeping a formal record of 1:1 supervision meetings in order to monitor staff practice and training requirements more effectively.

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)
Providing more opportunities for children to explore resources which promote cultural awareness while exploring the environment independently.

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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