Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Helyg Bychan

Ysgol Gymraeg Bro Helyg
Rising Sun Industrial Estate Blaina
Abertillery
NP13 3DQ

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

10/10/2024

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About Cylch Meithrin Helyg Bychan

Type of care provided	Children's Day Care Full Day Care
Registered Person	Cheryl Hanney
Registered places	26
Language of the service	Both
Previous Care Inspectorate Wales inspection	18 January 2018
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.

Well-being	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

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

Summary

Children are happy, settled, and confident to share their views. They make friends with ease and interact well with one another. Children thoroughly enjoy the activities available to them and have some opportunities to develop their independence.

Staff are professional and motivated. They have a good understanding of how to keep children safe and healthy and implement the setting's policies and procedures effectively. Staff are patient, kind and caring. They support children's learning and development well, offering a purposeful range of activities led by children's interests and developmental needs.

The environment is clean, welcoming, and child friendly. The environment is well organised to stimulate and support children's play and learning. The setting provides a wide range of resources, allowing children a good variety and choice.

Leaders are motivated and dedicated to delivering consistently good quality childcare. They provide beneficial encouragement and support to staff. Leaders and staff work closely with outside agencies to ensure the children get good quality care and support. Parents speak highly of the service and its staff and the care their children receive.

Well-being — Good

Children have good opportunities to make choices and decisions about what affects them. They choose where and what they play with, and whether they would like to participate in an activity or not. Children approach staff and communicate their thoughts and ideas, as they know they are listened to and all their attempts at communication are valued. For example, we saw a child bring a book to a member of staff to show they wanted a story read to them.

Children feel relaxed and settled at the service as they are familiar with the environment and routines. They have good relationships with staff and happily approach them for comfort and support when needed. For example, we saw a child seek comfort from a member of staff when they were feeling upset. Children know the daily routines well, which effectively supports them to feel settled and at ease in their surroundings. For example, they that snack time comes after sitting for carpet time and washing their hands. They form friendships with other children, which helps them to feel happy and valued.

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. Children are beginning to develop their perseverance skills. For example, we saw some children patiently waiting to go outside once they had put their coats on while some became disengaged while waiting. However, transitions between activities needs to be smoother for children.

Children thoroughly enjoy their play and the activities on offer. They develop a wide range of skills as they explore their playroom and the outdoors. They gain a sense of pride and belonging from seeing their artwork displayed on the walls around the setting.

Children follow their own interests for extended periods of time which allows them to develop their skills and make decisions. They have suitable opportunities to develop their independence skills through their play and learning and receive support if needed. For example we saw children using the toilet and washing their hands independently. However, children’s independence skills at mealtimes requires development.

Care and Development — Good

Staff have a good understanding of how to keep children safe and secure. They implement policies and procedures effectively. They demonstrate a clear understanding of their safeguarding responsibilities and the action they need to take should they have a concern about a child. Staff have worthwhile understanding on the safe management of food allergies and information regarding individual children's needs is at hand for their reference. They keep detailed records of any incidents and accidents at the setting. Parents sign the records to demonstrate that they have been informed. Staff regularly evaluate these records to look for patterns and trends and take action to address any conclusions. They document any existing injuries when parents report accidents outside of the setting. Staff promote health and hygiene effectively. They encourage children to wash their hands after using the toilet and before food. Snack time is a sociable time for the children and staff. They talk about the foods they are eating and describe how they taste. Children sit on tables with their key workers during snack time. However, the process of getting the children to sit at the correct tables requires development. The setting is registered with the Food Standards Agency and staff ensure environmental health requirements are met to a high standard.

Staff are patient, caring and kind when interacting with children. They use effective strategies to promote positive behaviour in accordance with the setting's policy. Staff also model good social skills effectively when playing alongside the children saying *'please'* and *'thank you'* and praising children during activities. They are skilful in knowing when is the appropriate time to join children's play and talk with the children regularly to extend their learning and make their experiences sociable. Staff reinforce safety messages to the children during their time at the setting. For example, we heard a member of staff reminding a child not to sit on the table "*bydd yn ofalus neu byddet ti'n brifo"* (*be careful otherwise you'll hurt yourself*). Staff remind children to use the toilet regularly, especially when children are toilet training. However, children are not always encouraged to close the cubicle door to respect their dignity.

Staff support children's learning and development effectively. They regularly observe children's play and learning to track their progress which helps them plan activities to enable children's next steps in learning and development. We saw that children's views and interests are recorded and considered when planning activities and new developments. Observations and planning are formally recorded. The use of the Welsh language is appropriate within the setting. They are currently working with Mudiad Meithrin on their 'Croesi'r Bont' scheme of work to introduce more Welsh to the children.

Environment — Good

The environment provides a safe and secure space for children. Staff ensure external doors and gates remain locked. Leaders provide a record of when visitors are at the service. maintain a visitor log to provide an accurate record of any visitors to the setting. However, this is not done consistently. During the inspection, two workmen arrived to carry out some work in the kitchen area. Their identification was not checked nor were they asked to sign in. Risk assessments for all areas of the setting identify potential hazards and include measures to manage risks. Staff complete daily risk assessments when they set up each day. Leaders conduct fire drills regularly and there is a fire risk assessment in place. This ensures staff and children know how to evacuate the premises safely in the event of an emergency. Leaders ensure safety tests are carried out in a timely manner.

Leaders ensure the environment is in good repair and provides a natural, welcoming child friendly space. Staff organise the setting in a way that is attractive to children and stimulates their curiosity, imagination, and development. Toys and activities are at children's height enabling them to access what they want to play with freely. Children have access to a good sized, spacious outdoor garden area which includes a sheltered area for all weather play. Toilets and nappy changing facilities are clean and organised.

Resources for children are of high quality and are suitable for children that attend. There are a sufficient number of good resources available for role play, small world play, construction and mark making. Outdoor resources include opportunities for creativity and exploration with an outdoor classroom, a mud kitchen and sand and water trays. Children also have the opportunity to develop their gross motor skills on bikes, ride on toys and a climbing frame and slide. The setting has high quality furniture and resources to support children's independence. For example, there are child sized tables and chairs and coats and bags are stored at a low level, promoting children's independence.

Leadership and Management — Good

Leaders are enthusiastic and motivated to provide a high-quality service. There is a clear statement of purpose which provides parents with information about the setting. Public liability insurance is valid, and they are members of the Information Commissioner's Office (ICO). Leaders regularly review policies and procedures and ensure staff implement these effectively in practice. Leaders are knowledgeable about their regulatory responsibilities and operate above the National Minimum Standards for Regulated Childcare.

Leaders monitor the quality of the service and plan for improvements effectively. They ensure staff, children, parents and outside agencies' views and opinions are obtained. Leaders use this information to prepare an annual quality of care report which identifies effective practice and areas for development. The report includes positive feedback from parents which demonstrates a high level of satisfaction with the service provided.

Leaders follow effective procedures to ensure staff recruitment checks are in place. Staff files contain all the required information to meet regulations including references and health declarations. Disclosure and Barring Service (DBS) certificates are in place for staff. Leaders have a valuable team of staff who work very well together, ensuring children are supervised well and that the setting runs smoothly. Leaders ensure staff training is prioritised. They carry out annual appraisals providing support and an opportunity to discuss issues which may arise. However, supervisions are not carried out at regular intervals.

Leaders have developed good relationships with outside agencies such as the Flying Start advisory team and Mudiad Meithrin. They support the staff to improve their service which enhances children's experiences during their time at the setting. They have recently received funding from the local authority to improve areas of the service, including having new flooring in the childcare room. Leaders have also developed good links with the local Welsh school where they attend assemblies and concerts at the school. This helps with children transitioning to the school. Leaders work hard to develop positive relationships with parents. They hold termly Parents and Children Together (PACT) sessions which enables parents to attend the setting with their children. They also hold meet and greet sessions for parents and children who are due to attend the setting. Both these sessions are well attended and enjoyed by parents and children. Parents receive daily verbal feedback on their child's day. They told us that their children are really happy at the setting and that staff are approachable and supportive. They also told us they value staff's support and feedback on their children's development.

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

	inspection	

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 4 - Meeting individual needs	Encourage children to close the toilet door when in use to ensure their dignity is respected.
Standard 24 - Safety	Ensure all visitors to the service are asked to identify themselves and sign in and out on arrival and departure.
Standard 13 (Day Care) - Suitable Person	Ensure supervisions are undertaken on a regular basis.

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 how children can be consistently independent at snack time.
Ensure transitions between daily routines are smoother for children.
Ensure the sitting process at snack time is an easier process for children to follow.

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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