Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Bancffosfelen

Ysgol Gynradd Bancffosfelen
Bancffosfelen
Llanelli
SA15 5DR

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

10/01/2024

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About Cylch Meithrin Bancffosfelen

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Sian Williams
Registered places	16
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	18 October 2017
Is this a Flying Start service?	No
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.

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 and communicate confidently with their peers and care staff. They develop strong relationships. Most children are independent and are given choices and opportunities to express their opinion in the knowledge that their voices will be heard.

Staff are experienced and understand and follow policies and procedures to promote well-being and safety. Staff encourage children to express themselves and interact with them in a positive and caring manner. They plan well to meet children's requirements and interests.

The people running the service ensure that the environment is safe and secure and set clear guidance to ensure that everyone understands their responsibilities. They offer a good range of resources to meet children's individual needs both indoors and outdoors.

The people running the service ensure that they comply with regulations and national minimum standards. They have strong partnerships with parents, carers and the local community. They have a system in place to review the service annually.

Well-being Good

Children are given good opportunities to make choices and decisions and express their opinion. They communicate confidently with care staff and their peers. Their wishes, feelings and needs are considered at all times. Children's views and interests are valued ensuring their individual well-being. Children have a strong voice and know they can join in group activities when they are ready. For example, during story time, some children sat and listened whilst others chose to play in the sand tray.

Children are happy and have formed good relationships with care staff and their peers. They are active and express enjoyment in their play. They have a sense of belonging and they are clearly familiar with daily routines. Children feel safe and happy and like the freedom to choose where they play within the room. Children are learning to understand their feelings and show sheer delight when telling us animatedly about their Christmas day and how they woke up to find presents. Children confidently lead us around to show us what they have at the setting and what they enjoy doing most. They ask us questions about why we are here.

Children interact confidently and openly. They work together and socialise in a friendly and kind manner. Most children understand how to take their turn, wait, and share. The interaction between the children and the care staff demonstrates that children develop good communication skills. Children say ‘please’ and ‘thank you’ during snack, and considerately ask each other if they would like some more fruit or if they have had enough. Children are developing a sense of what is right or wrong. The helper of the day quickly realised that one child had no plate and said, *“I’ve forgotten to give him a plate, I’ll get one now, don’t worry.”*

Most children are active and curious learners and take part in activities enthusiastically. They show interest and excitement and enjoy taking part in tasks. For example, during the toothbrushing task, children listen to the commands of when to start brushing and when to stop. They confidently told us before starting, *“we must wash our hands before we start, or germs will make us feel unwell.”* When they finished, children told us their used tissues go into the black bin as the blue one is for recycling paper. Children enjoy a range of good opportunities indoors and are free to choose activities and move around the setting.

Children are given good and regular opportunities to develop physical, social and emotional skills and they can follow their interests successfully. Children develop their independence skills by using the toilet, washing and drying their hands and putting on wellies and coats to go outside. Children enjoy the role of being helper of the day, handing out bowls and cups to their friends with pride. Children skilfully pour water or milk from the jug into their cups.

Care and Development Good

The setting is run by longstanding and experienced staff who understand policies and procedures to promote healthy lifestyles, physical activities, safety and personal well-being, and implement them effectively. They follow robust cleaning and hygiene routines. For example, sanitising tables before and after snack-time and washing their hands regularly. All staff have completed first aid, safeguarding children and food hygiene training. Staff follow appropriate guidance when serving food and helping children to go to the toilet. Healthy snacks are provided and staff enjoy eating, chatting and socialising at the table alongside the children. Staff identify risks and manage them consistently. They understand safeguarding procedures and can explain the setting's arrangements confidently.

Staff respond in a consistent manner and listen to children's views and respect them. They interact very well and demonstrate encouragement, warmth, and kindness as well as sensitivity to individual children's needs and experiences. They proudly tell us how much children have come on since attending the setting. Staff interact quietly and softly with the children and bring themselves to children’s eye level when speaking with them. They show genuine care and enjoyment in their roles.

Staff offer a variety of play and learning activities suitable to the age and development of the children in their care. There are good opportunities during snack time to develop children’s independence skills. Staff plan well for the next stages and review progress regularly. They have systems in place to provide suitable care and opportunities for children with additional needs, should this be required.

Environment — Good

The service is located in the hall of the village primary school. It provides a clean, warm and safe environment. The setting has a good level of security and the main entrance is electronically controlled by staff. People running the service ensure that daily and general risk assessments, as well as fire risk assessments, are conducted and reviewed regularly. People running the service ensure that the ratio of care staff to children is correct and that they supervise children very well. Children can access the toilets independently with care staff ensuring that clear and safe arrangements are in place. A visitor's book, a staff rota, children's register and a staff signing-in record are in place ensuring the safety and security of the children and the setting.

The indoor area is compact with play areas set up for the children. There is sufficient space for the current number of children attending. However, people who run the setting need to be aware of available play space should the number increase in the future. Confidential paperwork is stored in a locked filing cabinet which can only be accessed by leaders. Staff currently prepare snacks and drinks in the school canteen which is located within the hall area. A large outdoor area to the side of the building is available for the children and is shared by the school children. It is secure and offers ample space for physical play such as climbing, role play, a performing stage and sensory play. Children have access to a large open grassed area where they can run around freely.

People who run the setting provide a wide range of good quality, developmentally appropriate play and learning resources to ensure children have a good variety and choice to stimulate the children's curiosity. There are play areas set up such as a book corner, tabletop jigsaws, role play area and craft and painting area. Children can access the wide variety of toys and resources easily and independently, as they are stored at low level and within their reach.

Leadership and Management — Good

People who run the setting maintain and share an up-to-date, effective statement of purpose that accurately reflects the service provided and meets the national minimum standards. People who run the setting engage positively with Care Inspectorate Wales (CIW) and are keen to drive improvement. They ensure all required records are organised and accurately kept. They notify CIW of significant events.

People who run the setting implement current best practice relevant to the children in their care. They actively implement self-evaluation. They produce a thorough and reflective quality of care report, seeking and implementing the views of children, parents, and staff.

People who run the setting follow timely and robust recruitment processes to safeguard children and follow the setting's policy and procedures. They have good systems in place to update suitability checks as required. There is a performance management process in place and staff and leaders have annual appraisals and regular supervisions. However, these are not documented.

People who run the setting have a good relationship with the school ensuring a smooth transition for the children. Prior to starting at school, children have weekly visits to get to know staff and the school routine. Feedback from parents show they are extremely happy with how their children's independence is nurtured and encouraged and feel their children are flourishing. People who run the setting tell us they have excellent support from parents, carers, the school and the local community when they organise fundraising events.

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
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)
	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)
To document and formalise staff supervisions.

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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