Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Llechyfedach

The Portacabin
Singleton Road
Upper Tumble
Llanelli
SA14 6DS

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

05/07/2024

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About Cylch Meithrin Llechyfedach

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Diane Campbell Helen Singer
Registered places	21
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	22 October 2018
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.

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

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

Summary

Children are happy and settled. They have a sense of belonging and develop positive relationships with staff and each other. Children have good opportunities to make choices and decisions and their interests are valued. Their interactions are kind, and they express enthusiasm and enjoyment in their activities.

Staff have policies and procedures in place which mostly keep children safe. They are kind and provide warm, positive interactions to children to ensure they feel safe and valued. Staff know the children well, which enables them to meet their individual needs adequately.

People who run the setting provide a homely environment. They ensure the indoor and outdoor environments are equipped with a range of resources which are maintained and age appropriate. Adequate systems are in place to ensure risks to children are identified and as far as possible, eliminated.

People who run the setting manage and operate the service adequately. They work to improve the setting. However, we identified two areas for improvement in relation to regulatory requirements and have made five recommendations to meet the national minimum standards. People who run the setting have established good relationships with parents, local schools, and the community.

Well-being — Good

Children are happy and enjoy their time at this setting. They are confident to move around and enjoy the freedom to make decisions about what affects them, such as which activity they wish to participate in. Children show pleasure as they enjoy the social experience of sitting together at a table to eat their breakfast, confidently deciding where to sit and what to eat. Children are listened to, and their requests are responded to warmly. They are relaxed and comfortable to ask for more. Following breakfast time, children enjoy being able to make choices such as where to play and with whom.

Children are settled and are familiar with their daily routine, giving them a sense of security. They arrive contented and wave goodbye to their parents as they happily join their friends. Children are confident to approach staff to ask questions or to seek comfort or reassurance. They are comfortable and confident to invite visitors into their play and share resources such as jigsaws. For example, during registration, children are confident to present their registration name cards to their chosen staff including visitors.

Children's interactions with each other and with staff are positive. They chatter enthusiastically as they play alongside each other. For example, during free play in the home corner, children use their imagination to enjoy role play experiences. Similarly, during a table activity with a staff member, children learn to take turns playing a lotto game and smile when they are praised by staff. Children call staff by their names and receive warm responses every time.

Children enjoy their play and learning. They engage in a good selection of purposeful opportunities and experiences. Children can explore a range of resources, carrying these to different areas as they either take part in planned activities or choose free play. For example, children enjoy the doctor's activity table and eagerly explore the doctor's bag, medical outfits, and use the stethoscope on their friends and staff. In the role play corner, children show delight as they focus in front of the mirror for long periods of time to wear jewellery and pretend to apply makeup with small brushes. Children enjoy the opportunity to role play in the setting's new play kitchen confidently stacking real mugs on a mug tree and using resources such as the play oven, dishes and utensils.

Children are developing their independence skills as they enjoy sitting at tables for meals using real life plates and mugs. They show delight as they confidently help themselves and fill their plates. Children enjoy the freedom and independence to put jam on their toast, should they wish. Many children independently use the toilet and wash their hands without support. Children independently tidy up and are active and cheerful as they collaborate and support each other to complete the task. They help themselves to jigsaws from shelves and enjoy the independence of completing these in order to move on to more challenging puzzles.

Care and Development — **Adequate**

Overall, staff work well together to meet the needs of children. Many staff demonstrate an understanding of policies and procedures and explain their roles and responsibilities. Many staff understand and implement consistent practices and are good role models to children. They understand their responsibilities to safeguard children and follow the setting's policy and procedures. Many staff are experienced in their roles and are knowledgeable about individual needs such as allergies and intolerances. They implement clear hygiene practices, wiping down tables before serving snacks and encouraging children to wash their hands regularly. People who run the setting have invested in a quality changing unit and staff ensure that nappy changing records are kept. However, during nappy changing, not all staff follow hygiene procedures by ensuring that aprons and gloves are worn, and the changing mat is sanitised between changes. Staff keep accident, incident and medication records ensuring that all necessary signatures are obtained. However, the accident book was found to be on display in the setting's entrance and did not ensure confidentiality. Staff prepare healthy snacks such as fruit and ensure that children can take their time to develop their independence and enjoy their meals at the table. They encourage children to be independent when going back and forth to the toilet but are always close by to support.

Staff build positive relationships with children and are consistently responsive to their needs. They interact warmly and demonstrate kindness and interest. For example, staff sit with the children and chat about different hair styles and invite children to practice their skills with brushes and hair clips which the children delight in. During singing sessions, staff promote the Welsh language and introduce new vocabulary in line with their dinosaur theme such as *"curo, nofio, ymestyn, wiglo, stompian* and *mwnshan."* Staff know the children well and model good manners, such as *"plîs"* and *"diolch."*

Staff offer children enjoyable and purposeful play experiences indoors and in the play area outside. They ensure children have access to resources and equipment which are suitable for their ages and stages of development. Many staff are clearly proactive and plan themes and activities which ensure children can learn through play. For example, staff support children to make their own dinosaur number books enabling them to match the correct dinosaurs to corresponding numbers. Staff include all children in group activities. For instance, during a concert rehearsal for parents, staff and children sing happily demonstrating that staff encourage children to confidently perform new action songs. Staff also provide opportunities for children to promote their wellbeing such as yoga sessions, developing their physical skills and movements. However, whilst many staff observe children in their play and often record children's skills, they do not use these observations to plan for the next steps of children's learning and development.

Environment — Adequate

People who run the setting have worked hard over several years to establish and develop their environment. They offer an environment which is adequately maintained, and they

consistently ensure that improvements are made to provide better learning opportunities and experiences for children. People who run the setting have adequate safety procedures in place and display a range of regulatory records on a display board in the main entrance. They ensure safety equipment such as fire extinguishers are serviced, and first aid boxes are in place. People who run the setting practice fire drills and carry out a daily risk assessment check of the environment. However, they do not keep a wide range of purposeful risk assessments for specific areas such as the indoor and outdoor environment, equipment, activities, visits to the park, visitors and volunteers. People who run the setting ensure children and staff are signed in and out of the setting on a daily register and ensure children are supervised in line with required staffing ratios. They greet children every morning at the main door and record all visitors in a visitor book.

People who run the setting offer an environment which is in a self-contained building. They provide a main entrance which leads to a small area designed for activities such as sensory and craft work. People who run the setting offer a stimulating learning environment, divided into areas of learning in the main play area. For instance, a reading corner, mark making station, home corner, role play area and construction space. They provide child size tables and chairs which offer opportunities for learning activities. Toilets, wash basins and a nappy changing area are all adequate and accessible from the playroom and enable children to make decisions in terms of when they wish to use these facilities. People who run the setting prepare snacks in a small kitchen and separate indoor areas with safety gates, ensuring children understand their boundaries. The outdoor area is private and following drop off times, movable barriers are placed to offer an adequate and enclosed play area. People who run the setting make use of a nearby park for further learning opportunities and events.

People who run the setting offer good furniture and a range of age-appropriate resources. They make good use of grants and have invested in purposeful equipment such as the children's new fitted kitchen and outdoor storage shed. People who run the setting also ensure that they consistently update or rotate their resources such as the new sand pit and children's rain suits. They make use of real-life resources, and these promote children's independence, provide life skills and teach children to respect their play resources and environment. People who run the setting ensure planned activities also promote diversity and culture and ensure play resources allow for children to understand their world. Staff further enhance children's learning through theme based displays. For example, large displays on various dinosaurs, number books and a birthday volcano display.

Leadership and Management — Adequate

People who run the setting are experienced and mostly understand their regulatory responsibilities. They have policies and procedures which are reviewed at least annually and implement many of the national minimum standards. People who run the setting keep almost all documents. For instance, they keep children's records and ensure contracts and

consents are signed by all parties. However, during the inspection visit, we found not all staff files were complete. Following the visit, the people who run the setting told us all staff files had been completed and confirmed they will be reviewed and updated annually in future. As a result, this in an area of improvement and we expect the provider to maintain their staff files for current staff, new employees and volunteers.

People who run the setting evaluate the care they provide through questionnaires. They keep any responses they receive and consider ideas and improvements. People who run the setting complete an annual quality of care report but do not include the views of parents, children and staff.

People who run the setting support their staff in their roles and responsibilities. They are aware of their responsibilities to ensure staff are suitably qualified and that staff maintain their mandatory training. The person in charge confirmed that specific training courses were booked and due to be completed. Staff told us they are happy and can raise any issues or concerns openly. People who run the setting have basic processes in place to appraise and supervise staff, but these are not completed regularly. As a result, this is an area for improvement, and we expect the provider to ensure these practices are fully embedded to monitor the quality of provision at the setting.

People who run the setting have long established relationships within the community. They told us about annual events in which the children, parents and staff can participate and contribute together. For example, they organise an eisteddfod, and parents and families take part. People who run the setting work closely with parents to ensure their children are provided with opportunities to participate in events and work in partnership with the local schools. Parents told us that their children enjoy attending the setting. They also praised the support from the people who run the setting and staff and said that the setting is reliable and offers an important start for their children.

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
28	The provider must ensure all staff files contain all relevant information for all staff and volunteers. The	New

	provider must ensure all staff files (including those of volunteers) contain photographic ID, personal details, medical declarations, two references, a CV with full employment history, job description, evidence of suitable qualifications and/or experiences and/or skills relevant for their roles.	
29	The Registered Person and Person in Charge must ensure all staff receive appropriate training, regular supervisions and annual appraisals.	New

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 10 - Healthcare	Ensure staff follow the nappy changing policy in relation to good hygiene practice.
Standard 7 - Opportunities for play and learning	Ensure what children do is observed and recorded to help plan for the next steps for children's play, learning and development.
Standard 5 - Records	Ensure accident records are kept securely and confidentially.
Standard 24 - Safety	Ensure risk assessments are purposeful for the environment, equipment, activities and deployment of staff including volunteers.
Standard 18 - Quality assurance	Ensure the views of children, their parents and staff are included in the annual Quality of Care Review and that these views are considered in the process of improving the quality of the setting.

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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