Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Abergwili

Ysgol Gynradd Abergwili
Gyfre Gardens
Abergwili
Carmarthen
SA31 2JD

Final ur ed report



Date Inspection Completed

29/11/2022

Final unpublished report

Welsh Government © Crown copyright 2023.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Cylch Meithrin Abergwili

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Amanda Bowen-Price Elinor Jameson
Registered places	13
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	The service provides the Welsh Language 'Active Offer'. It anticipates, identifies and meets the Welsh language and cultural needs of people who use or may use the service.

Final unpublished report

Summary

This was a focused inspection, and on this occasion, we did not consider the themes fully.

The children are happy and confident, and have settled well in the setting. They have good opportunities to make choices and be independent. The child's voice is respected and valued.

Staff display care and warmth and know the children well. They interact well with the children and have developed close relationships. Staff are experienced and knowledgeable about the setting's policies and of safeguarding procedures

The environment is welcoming and safe. Staff identify risks and have put clear measures in place to ensure the children's safety. The environment promotes the children's independence and they have access to appropriate resources and provision.

Those running the setting have a clear vision for the future and are eager to introduce further improvements to the setting and the outdoor area. They have clear policies and procedures that meet most of the National Minimum Standards. The staff follow an ongoing programme of training to develop further skills. The Welsh language is a strong aspect of the setting and they support non-Welsh speaking families to develop confidence further. The partnership between the setting and the school is strong.

Final unpublished report

Well-being

The children are happy and confident, and they have a strong voice which is appreciated and valued. For example, we saw that children were allowed to choose their play, their songs and their activities indoors and outdoors in the setting. The children are given widespread opportunities to access resources and pursue their interests as the environment has been designed to maximise the space available.

Most children feel very safe and happy. We saw one child feeling unsettled upon arrival and given attention and support before feeling happier to join in the play. Later in the morning, they had the confidence to play with us as visitors to the setting. The children settle in quickly and become familiar with the morning session routine as they ask to go to the toilet, enjoy snack time, or generally change their play choices.

Many children interact constantly. We saw children independently speaking to each other with ease, whilst others were happy to play independently, but were comfortable to interact when they needed something.

The children enjoy their learning and play. They are given the choice to play independently with the range of resources available to them, or join in the activities of the day.

The children have opportunities to choose and initiate their play as there is a good balance between the activities prepared for them and those that remain available to choose from constantly.
The children have many opportunities to pursue their own interests. We saw children moving independently to play on mats, or sit at the table. We saw that there was a range of resources and opportunities for the children to participate in activities according to their age and development, for example, an exploration table with a Christmas theme, a craft table, a jigsaw board and games.

Final unpublished report

Care and Development

The staff understand the setting's policies and procedures. We saw clear practices as staff supported children as they used the toilet and when nappy changing. There are robust procedures in place as staff clean tables before and after snack time. During snack time, we saw staff wearing gloves and an apron and maintaining a high level of hygiene when handling the children's food and drinks. Staff are supportive and consider the children's choices and voice and we saw staff asking the children if they wanted yoghurt, and then if they needed help to open it or not. The staff are aware of the children's needs and speak to them before offering to wipe their noses in a sensitive manner. This was a natural and constant ritual, carried out with care and respect.

Staff are familiar with safety policies, identifying risks and proceeding to manage them. During the visit, we saw staff dealing with an accident. Staff followed policies, prioritised care for the child and recorded the incident accurately. Staff's personal knowledge and understanding of safeguarding and following safeguarding procedures was clear, and relevant and up-to-date information is displayed on the information board for parents and visitors. Staff have up-to-date safeguarding and first aid and food hygiene certificates, which are displayed on the information board.

There are clearly warm and loving relationships between the staff and the children. The staff know the children well and can share and explain each child's mood and choices. They listen to children's views and their wishes and ideas are respected. The interaction between the staff and the children shows warmth and kindness and staff are sensitive to individual children's needs and experiences. For example, when preparing for circle time, we heard staff asking, *wyt ti'n dod i ganu gyda ni?*' ('Are you coming to sing with us?) As everyone came to sit on the mat, staff asked, *'Beth wyt ti moen canu?* ('What do you want to sing?) Staff told us they had built upon the children's trust and that it was lovely to see they had managed to build the children's confidence as they developed.

Staff ensure children have wide-ranging opportunities to develop through their play and learning. They understand each child's individual development as they pursue the children's individual interests and plan according to those interests, but we saw no evidence of observation. Staff are very experienced and co-operate effectively to develop robust procedures and relevant activities to promote children's learning experiences.

Final unpublished report

Environment

The service is located in a room within the school site. The setting is welcoming and safe and has been adapted to offer a site specifically for the use of the service. The setting has a separate entrance to the school, where parents and visitors can be seen arriving. The setting offers an open space which allows staff to prepare and plan the setting as a permanent arrangement. The indoor area has been designed to include play corners and areas which promote the children's independence. For example, a reading corner, farm area, creative area, music, craft, circle and story time area. The setting has been decorated with displays and children's work. We saw a range of lullabies, along with the alphabet, numbers and colours. In addition to the indoor area, the children are free to move independently around the outdoor area within the school gate. Staff stated that they tried to ensure specific times for outdoor play to allow time and space for the children to use the yard without disrupting the school's times.

Staff were present throughout the children's time outdoors. We also saw arrangements for children's arrival, and the process of taking bags, signing children in and the register. Risk assessments and fire risk assessments are in place. We saw the children's and staff register and the practice of ensuring accurate ratios at all times. On the day of the visit, we saw a visitors' book and an accident book.

Leaders ensure the indoor area and outdoor area are secure and offer a good environment for play and learning. There are cupboards and storage boxes in the play area that store a wide range of resources and equipment. Most of the service's paper work is kept confidential in the school's main office or in a locked cupboard in the original dining room. Staff stated that they were in the process of arranging a locked storage space in the setting, in order to keep all the paper work in the same room.

In the outdoor area, we saw a brand new enclosed wooden structure, for which there are plans afoot for further development as an additional learning space.

Staff told us that they had plans for the indoor area to facilitate children's learning further.

Final unpublished report

Leadership and Management

The people running the setting have clear policies and a new statement of purpose which reflects the service. The care sessions offer new times and opportunities for children to have lunch as part of the session, and staff said that this change had increase children's numbers as feedback had shown that this helped parents.

The people running the setting are knowledgeable about their regulatory responsibilities and meet most of the National Minimum Standards. They keep paper work, policies, certificates, information and records well organised. We saw clear and effective examples of current good practice relevant to the children in their care. For example, we saw clear records of accidents and staff told us they were going to add sheets noting the administration of medication in the children's files. Staff files are accurate. The people running the setting told us that they were in the process of formalising the system of supervising staff regularly and completing annual appraisals.

The people running the service have developed a Welsh atmosphere and culture within the setting and staff meet their responsibilities for promoting the Welsh language while respecting every child in their care.

The people running the setting have established a team which cooperates effectively and has created a homely and happy feel. They have developed strong links with families and a close partnership with the school community.

Final unpublished report

Recommendations for compliance with the National Minimum Standards

Add R1. R2 etc and the required wording manually These are not regulations but national minimum standards.

R1. Observe children to develop their next learning and development steps;

R2. Staff and parents to sign records on administering medication on each occasion;

R3. Formalise the supervision process and complete annual appraisals

Final unpublished report

Summary of non-compliance	
Status	**What each one 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

Final published report

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

Final unpublished report

Date Published Insert_Report_Published_Actual_Donot_Delete

Final unpublished report