Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Childcare Inspection Report on

Cylch Meithrin Cwrt Henri

The Reading Room
Cwrt Henri
Dryslwyn
SA32 7NN

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

16/03/2020

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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

Description of the service

Cylch Meithrin Cwrt Henri provides sessional care for a maximum of 20 children from two and half years to five years old. They operate from community hall in the village of Cwrt Henri, Carmarthenshire. The hours of operation are 9am to 12.30pm Monday, Tuesday, Wednesday and Friday, term time only. The resgistered person is Emma Davies and the person in charge is Caroline Williams. The service is funded to provide care for three year olds and is consequently inspected by Estyn.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

We found that children attending Cylch Meithrin Cwrt Henri are very well settled, happy and evidently enjoy the activities planned for them. Leaders ensure children are cared for in a safe environment with a variety of resources and stimulating areas to complement their play and learning. Parents and carers are pleased with their children's progress and the service provided.

2. Improvements

Leaders have met the recommendations made in the previous report.
A new all-weather surface for outside area has been purchased.

3. Requirements and recommendations

None.

1. Well-being Good

Summary

Children at Cylch Meithrin Cwrt Henri are happy and well settled. They enjoy a wide variety of activities available to them. They are listened to, are able to make choices and have good opportunities to be independent. They interact confidently with each other and with familiar adults.

Our findings

On arrival, children confidently chose from a range of activities available to them and moved confidently from one activity to the next. For example, children played with jigsaws before moving to play with blocks. Outside, children chose to play on the slide, in the sand trough or to sort balls into various colour groups. They asked staff to read them a story and chose a book of their liking. During circle time, childre chose what songs they wanted to sing. They looked very happy when their choice of song was sung by everyone.

Children were happy and relaxed during our visit. They arrived happily and waved goodbye to their carers before settling down to play. Each child has an individual drawer to store personal items and keep their work. Children proudly showed their creative work ready to take home. They made requests to staff and were confident they would be reacted to positively. For example, one child decided they did not want to take part in hand printing activity and asked if they could look at a book instead. They sat and looked at the book until they were ready to take part in the activity.

Children were kind and well behaved during our visit. They interacted well with other children and naturally took turns. For example, outside they took turns to walk across a balance beam and to come down the slide. Children shared resources and toys whilst playing in the sand trough and when creating hearts from salt dough for Mothering Sunday. They gave staff hugs unprompted throughout the session and at the end of the session before going home. They involved staff in their play, taking them roleplay food. They smiled happily when staff joined in their imaginary play.

Children enjoyed their outdoor play, putting on their wellies and jumping up and down in anticipation. They concentrated for a long time rolling balls down a ramp and playing in the sand trough. Children squealed with delight when the playdough mixture they were making struck to their hands. They enthusiastically placed their hands in paint to create handprints for a Mothering Sunday card. During circle time, children animatedly joined in action songs and during story time they excitedly took turns to open the flaps of a book about dinosaurs.

Children independently hung their coats and bags on low level pegs. They self-registered by placing their name on a chart. Children independently washed their hands on arrival at the service, before snack and before leaving the service. Children had good opportunities to be independent at snack time. They brought their own snacks and opened up packages themselves. The helper of the day helped pour milk and lay the table. Children wiped their own noses and were able to put on their own wellies and coats with a little assistance from staff. During a salt dough making activity children had opportunities to pour cups of flour,

salt, water and food colouring and mixed up the ingredients. Outside children got out the toys they wanted to play and tidied up efficiently.

2. Care and Development Good

Summary

Staff are committed to planning stimulating and assorted activities for children. They routinely meet children's needs because they know them well and are motivated and enthusiastic in their day-to-day routine.

Our findings

Staff knew that safeguarding children was a high priority and had a good understanding of dealing with concerns or disclosures when given scenarios. Relevant phone numbers are displayed on the service's notice board. Staff had first aid training and clear procedures were in place to deal with any incidents. Parents and staff had signed accident and incident logs. Staff ensured children washed their hands on arrival and departure from the service as well as before snack time. The service promotes healthy eating by providing milk or water for the children and encouraging parents to provide healthy snacks for their children. Staff ensured that outside physical activity was an important part of the session, whatever the weather. The staff also ensured children had the opportunity to participate in dance sessions.

Staff praised children for good behaviour and responded to children who wanted a cuddle or reassurance. Staff were attentive to children's needs, for example wiping younger children's noses. Staff modelled good behaviour speaking kindly to each other and to the children throughout the session, adhering behaviour policy. They sat down at the children's level as they played and chatted with the children at snack time in a relaxed manner.

Staff had a good knowledge of the children in their care as they could describe children's individual likes, dislikes, needs and abilities. Staff gathered information about the children in their care prior to them starting at the service and used the foundation phase profile to track children's development. They recorded photographic evidence of each child's development in each of the foundation phase areas. Activities were planned around a theme or book with input from the staff and children. They screened children's language development and provided extra support as needed. They followed the service' procedure in relation to children with other additional needs providing extra support as needed. Relevant additional needs information is passed on to the transitional school. Staff gave parents and carers verbal feedback at the end of each session on activities undertaken, snacks eaten and general demeanour.

3. Environment Good

Summary

The service is bright, colourful and well decorated. Children freely access a good range of toys, equipment, resources and child sized furniture. Leaders perform regular maintenance checks and ensure the environment is safe and suitable for children.

Our findings

Children were cared for in a safe, clean and secure building. The hall was clean, tidy and well maintained. Toys are cleaned regularly and broken toys thrown and replaced. The door to the service was kept locked and uninvited guests were not able to enter. A visitors' book was in place and actively used to record visitors to the service. Maintenance records showed that fire and smoke alarms were tested annually. A new boiler had been installed. Electrical appliances had been PAT tested. Staff and children performed regular fire drills and accurate records kept. Comprehensive risk assessments for both indoors and outdoors were carried out and risks were identified and eliminated as far as possible.

The room had been organised to provide all areas of the foundation phase with areas for the children to play in different ways such as mark making area, reading corner, mathematical area and role play area. Toys and resources were stored for easy access for the children. Steps were provided for children to reach the toilets and sinks independently. The outdoor area was enclosed and had an array of play opportunities. Children had access to ride on toys, sand trough, chalk board, balance toys, climbing frame and slides. Children could use the area regardless of the weather as they had installed all weather artificial grass flooring.

A good range of toys and resources were available to the children such as creative materials, sensory materials, role play toys and small world toys, which were age appropriate. Children had access to cultural and equal opportunity toys which children accessed daily whilst other resources were used when looking at a particular theme or story. The toys and resources were of good quality and of good condition.

4. Liceadership and Management Good

Summary

Leaders have developed systems and checks to ensure the smooth running of the service and there are systems in place for reviewing the quality of care they provide. Leaders have developed good partnerships with parents.

Our findings

The service had a detailed statement of purpose in place that was a true reflection of the service provided. Policies and procedures were in place and these were reviewed regularly and implemented effectively by staff in their daily practice. For example, staff followed the methods outlined in the service's behaviour management policy throughout our visit. New policies included asthma and corona virus policy

Leaders reviewed the service annually and produced a report. They analysed the feedback from parents in each area and were eager to improve their service. For example, leaders had installed a safe, all weather surface for the outdoor area ensuring that children could access the outdoor area daily. Parental questionnaires were positive; parents especially liked being updated with photographic evidence of their children's activities at the service on social media.

Staff files showed that all relevant documents were in place and that all necessary checks had been carried out. Staff were suitably qualified. Annual appraisals and regular supervisions were carried out and records kept. Stafftraining needs were identified for development.

Parents and carers spoke very positively about the service. They were happy with the information received prior to their child starting at the service as well as information received about their child's progress. Parents commented that they were particularly happy with the book loaning system that the service provided for the children to be read to at home. The staff passed information to the feeder schools on a termly basis regarding the children moving on to the schools.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

None

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. Feedback was given over the phone at a later date.

- One inspector undertook a visit to the service on the 16 March 2020, lasting 4 hours.
- We inspected a sample of documents and policies including staff files, children's files, training records, accident and incident logs and planning records.
- We observed children using the SOFI 2 (short observational framework for inspections) tool to capture evidence of children's engagement and the care provided by staff.
- We spoke to the person in charge, staff, parents, carers and children.

Further information about what we do can be found on our website: www.careinspectorate.wales

7. About the service

Type of care provided	**Children's Day Care** **Sessional Day Care**
Registered Person	**Emma Davies**
Person in charge	**Caroline Williams**
Registered maximum number of places	**20**
Age range of children	**2.5 -5 years**
Opening hours	**9am-12.30pm Monday, Tuesday, Wednesday and Friday, termtime only**
Operating Language of the service	**Welsh**
Date of previous Care Inspectorate Wales inspection	**12 September 2016**
Dates of this inspection visit(s)	**16 March 2020**
Is this a Flying Start service?	**Yes**
Is early years education for three and four year olds provided at the service?	**Yes**
Does this service provide the Welsh Language active offer?	**This is a service that provides an "Active Offer" of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.**
Additional Information:	

Date Published 04/08/2020