Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Llansawel

Neuadd Llansawel Hall
Llansawel
Carmarthen
SA19 7JH

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

14/03/2024

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About Cylch Meithrin Llansawel

Type of care provided	Children's Day Care Full Day Care
Registered Provider	The Committee of Cylch Meithrin Llansawel
Registered places	17
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	2 November 2022
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	**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. Children's interactions are kind, and they express enthusiasm and enjoyment in their activities.

Staff have policies and procedures in place to 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 effectively.

People who run the setting keep a clean and homely environment. Both indoor and outdoor environments are equipped with a range of resources which are well-maintained and age appropriate. Effective 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. People who run the setting have established good relationships with parents, the local school, and the community.

Well-being — Good

Children are happy, and confident and enjoy making decisions about what affects them. For example, 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. It is clear 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 are confident to approach staff to ask questions or to seek comfort or reassurance. Children are comfortable with visitors. For example, children are confident to invite visitors into their play and share resources.

Children's interactions with each other and with staff are positive. They chatter enthusiastically with one another as they play alongside each other. For example, during free play in the home corner, children use their imagination to enjoy role play experiences. Children who are pre-verbal successfully communicate through positive and happy interactions. Children smile when they are praised such as when they name children's place mats as these are distributed as part of the lunch time preparations. They are learning to share, take turns and wait as snack or lunch is served. Children are heard calling staff by their names and receive warm responses every time.

Children enjoy their play and learning. They engage and enjoy a good selection of purposeful opportunities. Children can explore a good range of resources, carrying these to different areas as they either take part in activities or during free play times. They enjoy the freedom to move around the setting and make decisions such as colouring at the table or building blocks on the open floor space. We saw evidence of recent activities such as making daffodils and dragons. Children enjoy cooking activities, and they were excited as they recalled the previous day's biscuit making activity. During circle time, the children enjoy singing songs and are confident to respond, make requests and talk about how they are feeling today, with one child responding, *"Hapus!"*

Children are developing their independence skills. Many children independently use the toilet and wash their hands without support. They help themselves to their water flasks from a low tray. Children independently tidy up and are active and cheerful as they collaborate and support each other to complete the task. During snack and lunch times, children enjoy opportunities to develop their independence further. For example, using small jugs to pour milk or water into their cups.

Care and Development Good

Staff work well together to meet the needs of children. They demonstrate an understanding of policies and procedures and are confident to talk about their roles and responsibilities. Staff understand and implement consistent practices and are good role models to children. They understand their responsibilities to safeguard children and follow their policy and procedures. During the inspection process, leaders confirmed that all staff had completed safeguarding training. Leaders and staff have since introduced further good practice for documenting concerns. Staff are experienced in their roles and are knowledgeable about individual needs such as allergies and intolerances. Staff implement robust hygiene practices and wear aprons and gloves at appropriate times throughout the day such as nappy changing times. Staff encourage children to wash their hands and remind them of the need to consider hygiene during their meal and play times. Staff keep accident, incident and medication records correctly ensuring that all necessary signatures are obtained. Staff prepare homemade and nutritious meals which children enjoy, such as pesto pasta and apple crumble. They also ensure that children have opportunities to enjoy plenty of fresh fruit during snack times.

Staff build positive relationships with children and are responsive to their needs. They listen and respect children's views and interact warmly, demonstrating kindness. Staff are sensitive to the needs of others and model good manners, such as reminding children to say *"please"* and *"thank you."* They implement consistent strategies to manage behaviour and intervene calmly when children disagree whilst learning to share. Staff are calm and offer praise, direction, and time for children to listen and reflect on their learning. They positively reinforce the Welsh language and provide opportunities for children to enhance their vocabulary through gentle interactions and purposeful activities.

Staff enjoy their work and focus on the children's interests, providing them with a range of activities and experiences. They are confident and enthusiastic about their work and have a good understanding of child development. We saw staff observing children closely and identifying new skills and individual needs, using these to plan for next steps in their play and learning.

Environment — Good

People who run the setting have effective measures and policies in place to ensure that everyone understands their responsibilities in relation to the safety of children. They ensure the environment is safe and secure, both indoors and outdoors. People who run the setting ensure the indoor environment is welcoming and very well maintained with open spaces and clear entrance and exit points. They practice fire drills and evacuation processes effectively, and fire equipment is serviced and located in appropriate places. People who run the setting ensure environment and building safety checks are complete and correctly documented such as heating certificates. They carry out a daily risk assessment record and keep purposeful risk assessments, which are reviewed annually. People who run the setting display a range of documents in the reception area of the setting, such as policies, procedures, and staff information which parents can access. They ensure the safety of everyone whilst on the premises by keeping staff and children's registers and ensuring that all visitors sign in and out of the premises.

People who run the setting ensure that children are cared for in an environment that is clean, inviting and meets the needs of children, providing good play opportunities. For example, there are areas for role play and exploratory play where children can develop their imaginary and problem-solving skills. People who run the setting provide age-appropriate spaces such as a sleeping corner and nappy changing facilities. They ensure that whilst children are always supervised, the environment provides open spaces both indoors and outdoors for children to move freely. We did not see outdoor play due to poor weather conditions. However, the outdoor area is well-equipped and secure, with a nearby park offering open spaces for further learning opportunities. People who run the setting offer a safe kitchen area on site and the setting is registered with the Food Standards Agency.

People who run the setting offer good quality furniture and a range of age-appropriate resources. For example, small world resources, jigsaws, and blocks. We saw children enjoying the carpeted area where they could explore a range of books. People who run the setting ensure planned activities are linked to children's interests and ideas as well as providing thematic activities which promote diversity and culture.

Leadership and Management — Adequate

People who run the setting work hard to maintain standards and share an up-to-date statement of purpose with parents, which reflects the setting. They are mindful of their responsibilities to meet regulations and comply with many of these. However, the people who run the setting did not notify CIW of a significant event in a timely manner. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. People who run the setting keep policies and procedures in line with the National Minimum Standards and ensure these are reviewed annually.

People who run the setting evaluate the care appropriately through questionnaires and introduce new ideas and improvements. They complete an annual quality of care report outlining views of parents, children and staff and share their achievements as well as their capacity for further improvements.

People who run the setting support their staff in their roles and responsibilities at the setting. Staff are experienced and knowledgeable and told us they are happy and can raise any issues or concerns openly with the people who run the setting. People who run the setting keep staff files up to date. However, whilst there were clear processes in place for annual appraisals and purposeful supervisions, we found these had lapsed since the last inspection visit. People who run the setting confirmed that appraisals had been updated following the inspection visit and that timetables were in place for supervisions. This is therefore an area for improvement, and we expect the provider to ensure this practice is fully embedded to monitor the quality of provision at the setting. People who run the setting keep a timetable of required mandatory training and they confirmed that specific training such as food safety had been updated following the inspection visit.

People who run the setting have worked hard to establish strong relationships within the community. They told us about annual events in which the children, parents and staff can take part and contribute together. For example, the local Eisteddfod, the annual show, and fundraising activities such as bingo and pizza evenings. People who run the setting work closely with parents to ensure their children are provided with opportunities to participate in concerts and parties which are in partnership with the local school.

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
29	The responsible individual must ensure that processes for annual appraisals and regular supervisions are conducted in a timely manner and embedded to enable staff to reflect on the quality of their practice.	New
31	The responsible individual must ensure correct procedures are followed when notifying CIW of any significant event relating to safeguarding concerns and subsequent referral being submitted.	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 13 (Day Care) - Suitable Person	Ensure the training needs of staff are provided for on a regular basis.

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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