Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Dechrau Dysgu

Ysgol Gymraeg Gwaun Y Nant
Amroth Court
Barry
CF62 9DU



Date Inspection Completed

11/12/2024

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About Cylch Meithrin Dechrau Dysgu

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Gibbonsdown Childrens Centre Ltd
Registered places	28
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	4 July 2024
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service 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 very happy, settled, and confident to share their views. They make friends with ease and interact well with staff and each other. Children thoroughly enjoy the activities available to them and learn to become independent.

Staff engage well with children and respond to their needs effectively. They plan a good range of playful activities and provide a supportive learning environment. Staff have a good understanding of how to keep children safe and healthy.

The environment is clean, welcoming, and child friendly. People who run the setting ensure risk assessments are in place and regularly update them. The environment is well organised to stimulate and support children's play and learning. A very good range of indoor resources, alongside the outside environment, provide children with many opportunities to be physically active and follow their interests.

People who run the setting are effective and well organised. They are committed to on-going improvements and strive to provide high-quality childcare. People who run the setting understand their regulatory responsibilities and support staff well. They have established strong partnerships with parents and other professionals.

Well-being — Good

Children are happy, settled and make many decisions about how they spend their time. They choose from the fun activities and resources available, following their own interests. For example, they can choose to play in the home corner or, when outside, freely explore the construction area, play with balls or ride on trikes. Children express themselves confidently. They are listened to, which makes them feel valued and promotes their self-esteem.

Children arrive at the setting eager to see staff and their friends. They have warm and positive relationships with staff and know that staff will help and support them. Children know the daily routines well, which helps them feel settled and at ease in their surroundings. For example, they know to wash their hands before snack and mealtimes and happily join in the routine for transitioning between play areas.

Children behave and interact well for their ages and stages of development. They happily play alone or alongside their friends as they learn to share and work together. For example, one child raced toy cars down a ramp whilst another joined in. They happily worked together to extend the ramp, clearly pleased with their finished track. During mealtimes children enjoy a relaxed atmosphere when they can socialise with each other and staff; there is a happy buzz of chatter as they eat together. They benefit from kind, caring staff who manage minor incidents effectively in line with their behaviour management policy. Consequently, children are learning to share, take turns, and consider others.

Children thoroughly enjoy their play and the activities on offer. They enjoy visiting the nearby forest school. Children delight in finding and examining bugs with magnifying glasses and identifying other woodland creatures. They develop a wide range of skills as they explore the setting, engrossed in their chosen activity. Many children really enjoy the physical activity on the slide in the outdoor area while others like sitting doing a craft activity at a table. Children have some rich play experiences as they use a wide range of real-life resources such as cooking utensils during role play. They engage their imaginations and consolidate skills as they pretend to prepare, cook, and serve food to their friends and a staff member.

Children have good opportunities to develop their independence. They follow their own interests for extended periods of time which allows them to practice and reinforce skills and make decisions. Children learn to do things for themselves, such as hanging up their coats and bags and putting on their shoes. Children help to tidy away their toys at given times and are confident at washing their hands.

Care and Development Good

Staff have a good understanding of how to keep children safe and implement policies and procedures effectively. They demonstrate a good understanding of their safeguarding responsibilities and the action they need to take should they have a concern about a child. Staff follow suitable procedures for recording accidents and any medication they administer. They record injuries children may have when they arrive at the setting which they discuss with parents. Staff implement good hygiene procedures in relation to nappy changing and food preparation and serving. They are aware of any allergies children have and careful systems are in place to manage these. Staff encourage a healthy lifestyle by providing children with nutritious snacks cooked on the premises and ensuring they have plenty of opportunities for physical play in the fresh air.

Staff act as good role models and are patient, caring and kind when interacting with children and each other. They know the children well and deal with any inappropriate behaviour quickly and calmly to avoid it escalating. For example, a child pushed in front of others when using the slide and a member of staff reminded them to take turns and they stood back. Staff use praise appropriately to celebrate children's achievements, helping them to feel a sense of pride in what they are doing. Staff join in with children's play when it is appropriate to do so and engage them in conversation to extend their learning and make their experiences sociable.

Staff support children's learning and development effectively. They regularly observe children's play and learning to track their progress which helps them plan activities to enable children's next steps in learning and development. We saw that children's views and interests are recorded and considered when planning activities and new developments. Observations and planning are formally recorded. The use of the Welsh language is strong within the setting.

Environment — Good

People who run the setting have effective measures in place to ensure everyone fully understands their responsibilities in relation to the safety and welfare of children. They ensure the environment is safe and secure indoors and outdoors. People who run the setting manage access to the setting well. They record visitors and the attendance of children and staff consistently and accurately. They complete and regularly review suitable risk assessments for all aspects of the setting's operation and carry out comprehensive daily safety and cleaning checks. However, room temperatures are not currently recorded. People who run the setting ensure they arrange tests for relevant building systems such as electrical and firefighting equipment. They complete regular fire drills and maintain detailed records to ensure that all staff and children can evacuate the building in the event of an emergency. All areas of the setting are clean and well maintained.

The playroom is light and welcoming. The layout allows children space to move around freely and play. Staff make good use of open shelving and storage containers to display resources that children can access independently. One corner of the room is a quiet area with calm lighting, giving children the opportunity for rest and relaxation. Children can access bathroom facilities directly from the playroom which supports children's independence as they grow and gain confidence with personal care routines. There are suitable nappy changing facilities which allow for the protection of children's privacy and dignity. Children have access to a good sized, outdoor environment which includes a sheltered area for all weather play.

The setting provides a broad range of stimulating resources that allow children variety and choice within the different areas. They have furnished and resourced the playrooms with furniture, toys, and equipment that are of good quality and are appropriate to the age of children accessing them. They monitor outside resources to ensure they are safe and interesting, allowing children to explore and learn about the world around them and develop a range of skills. This includes a mud kitchen, sand and water play, trikes, climbing frame and balancing resources.

Leadership and Management — Good

People who run the setting are enthusiastic and motivated to provide a high-quality service. There is a clear statement of purpose providing parents with information about how the setting runs. People who run the setting regularly review policies and procedures and ensure staff implement these well in practice. They are knowledgeable about their regulatory responsibilities and strive to exceed the regulations and National Minimum Standards for regulated childcare where possible.

People who run the setting monitor the quality of the service and plan for improvements effectively. They regularly seek feedback from parents, children and other stakeholders. However, they do not seek feedback from staff. People who run the setting use this information to write an annual quality of care report which identifies strong practice and areas for development. The report includes positive feedback from parents which demonstrates a high level of satisfaction with the service provided.

People who run the setting ensure staff files are well organised, and evidence all relevant checks, to ensure staff are suitable to work with children. Staff receive regular supervisions and annual appraisals, which enable them to identify their strengths and areas for development. The responsible individual (RI) and the person in charge (PIC) are beginning to build a strong working relationship through regular communication. However, this practice is not yet fully embedded. People who run the setting deploy staff effectively ensuring they meet staff ratios to deliver safe and effective care.

People who run the setting have developed good relationships with outside agencies such as the Flying Start advisory team and the local Welsh school. This helps with children transitioning to the school. People who run the setting work hard to develop strong relationships with parents. They keep parents informed about their children through a variety of methods including verbal feedback, a digital app and an open-door policy. Parents told us their children are really happy at the setting and staff are very approachable and supportive. They also told us they value staff's support and feedback on their children's development.

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
29	The responsible individual must ensure new staff receive sufficient induction and all staff have regular supervision to improve their knowledge, and support and monitor their practice and performance.	Achieved

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
N/A	No non-compliance of this type was identified at this inspection	N/A
22	The responsible individual must ensure all leaders develop their knowledge and understanding of some aspects of their safeguarding policy so they are confident they can fully implement the policy and protect children in all circumstances.	Achieved

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)
Measure and record temperatures in the playroom to ensure that they are maintained.
Continue to develop the working relationship between the responsible individual and the person in charge through regular communication.
Consider the views of staff when producing the quality of care report.

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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