Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Ysgol Cilgerran

Cilgerran Vc Primary School
Cemaes Street
Cilgerran
Cardigan
SA43 2SB

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

20/07/2023

About Cylch Meithrin Ysgol Cilgerran

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Rayanne Rogers
Registered places	16
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	Flying start spaces are available
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.

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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 settled and happy to take part in the activities available to them. They have developed close relationships with their peers and with staff members. Children have opportunities to communicate and make choices and attention is always paid to the voice of the child.

Nearly all staff follow policies and procedures to promote well-being, safety and healthy lifestyles. Staff encourage children to express themselves and interact with them in a very caring and positive manner. They plan well to meet children's requirements and interests.

The leader ensures the environment is safe and secure and impose measures to ensure that everyone understands their responsibilities. They offer a resource base that meets children's individual requirements and stages of development. Children have daily access to an appropriate outdoor area.

The leader has good leadership and management. The leader ensures they comply with regulations and national minimum standards. The leader reviews the service's quality of care. They have strong partnerships with parents, carers and the school on site.

Well-being	**Good**

Children are happy and have formed good relationships with staff and their peers. They are active and express enjoyment in their play. They have a sense of belonging and they are clearly familiar with daily routines. Children feel safe and happy. They like the freedom to choose play areas within the room and in the outdoor play area. Children are learning to understand their feelings and show delight. For example, children smile and chat to one another happily during snack time. One child expressed confidently they were feeling ‘grumpy’ during snack time.

Children have a good voice and are given positive opportunities to make choices and decisions. For example, children are free to choose activities and move around the setting. They communicate confidently with staff and their peers, and their wishes, feelings and needs are considered. One child asked a staff member if they could sit by them during snack time. Children's views and interests are valued ensuring their individual well-being. Their needs and preferences are considered. For example, during circle time the school pet guinea pigs were brought in for children to view; children who were not ready to stroke the pets were respected. Children feel a sense of achievement. They smiled as they were praised for responding to questions during a number session with a staff member.

Children interact positively and openly. They work together and socialise in a friendly manner. They show respect and care towards others. For example, we saw children happily take turns on the ride on toys outdoors. Most children understand how to take their turn, wait and share. The interaction between the children and staff demonstrates that children develop good communication skills. During outdoor play we observed a child and staff member playing together, passing the ball back and forth, whilst another pair played happily jumping in and out of coloured hoops. Children work together to tidy resources at the end of the session.

Most children are active learners and take part in activities enthusiastically. They show interest and excitement as they use the magnifying glass to observe a collection of seashells. Photographs and samples of work evidence they enjoy a range of good opportunities both indoors and outdoors. For example, creating artwork of a crab using handprints, cooking pancakes, using cutlery to chop fruit independently, constructing a car from recyclable materials and going on arranged visits.

Children are given regular opportunities to develop physical, social and emotional skills and they can follow their interests well. Children develop their independence skills to some extent by using the toilet, washing and drying their hands and feeding themselves.

Care and Development — Good

Many staff are relatively new in their roles. They are aware of policies and procedures to promote healthy lifestyles, physical activities, safety and personal well-being, and nearly all implement them effectively. They follow robust cleaning and hygiene routines. For example, disinfecting tables before and after snack-time, washing their hands regularly, as well as ensuring toys and resources are cleaned and disinfected regularly. They ensure that written records evidencing regular cleaning of toys and resources are in place. Staff do not always follow the procedure for nappy changing. All staff have completed safeguarding training. Many have completed first aid training and a few have completed food hygiene training. Staff follow appropriate guidance when serving food and helping children to go to the toilet. They provide a healthy snack and children enjoy eating, chatting and socialising with peers as well as staff at the table. Staff identify risks and manage them consistently, for example ensuring children take care whilst eating and placing a safety mat at the bottom of the slide outdoors. They understand safeguarding procedures and can explain the setting's arrangements confidently.

Staff are consistent in their approach and respond well to children's views and respect them. They interact very well and demonstrate encouragement, warmth and kindness as well as sensitivity to individual children's needs and experiences. They know the children well and know when to intervene with reminders. For example, staff remind children of the need to have ‘kind feet’ whilst sitting on the mat for story time. The leader told us they consider children’s interests and requests as they plan and present activities to enhance children’s learning.

Staff offer a variety of play and learning activities suitable to the age and development of the children in their care. However, there are missed opportunities during snack time to further develop children’s independence skills as fruit is prepared and water and milk is poured for them. Staff have started on the journey of planning for the next stages and review children’s progress regularly. They have recently implemented a parents’ evening session. They have systems in place to provide suitable care and opportunities for children with additional needs and are proactive in ensuring early intervention for extra support and guidance.

Environment — Good

The setting is located within the school grounds. It provides a clean, warm and safe environment. It has a good level of security and staff ensure it is kept locked at all times. This allows children to move independently and safely around the indoor area as well as the enclosed outdoor area. The leader ensures daily and general risk assessments, and fire risk assessments, are conducted and reviewed regularly. They carry out fire drills regularly and they are recorded appropriately. The leader ensures the ratio of care staff to children is correct and they supervise children very well. Children can access the toilets independently. A visitors' book, a rota, a children's register and a staff signing-in record are in place ensuring the safety and security of the children and the setting.

The leader ensures a purposeful environment for play and learning is on offer for the children. The environment creates a sense of belonging with individual name pegs for children and displays of children's achievements including their artwork. The learning environment, both indoors and outdoors, promotes children's independence as the resources available to them are kept within reach of all children. There are resources that promote cultures and diversity, which include dolls and books.

The leader provides an appropriate choice of good resources for children, however loose parts and natural resources are limited. The outdoor play area is sufficient with adequate space for the children to move around freely. They have access to a mud kitchen, plastic climbing structure and slide, balls and ride on toys, as well as a water and sand tray.

Leadership and Management — Good

The leader has a clear vision, and they share this with staff, parents and service users by providing clear policies and a statement of purpose which reflects the service. The leader ensures they comply with all relevant regulations and meet the National Minimum Standards. They make a conscious effort to inform Care Inspectorate Wales of changes to the setting and they maintain records of children and staff present on each day. Public Liability insurance is in place.

The leader of the setting has a very good understanding of their responsibilities to promote the Welsh language and fulfil the obligations of the Welsh language Active Offer. They have reviewed the quality of care they provide. They seek feedback from parents, children and staff. The leader makes a conscious effort to obtain funding and grants to further develop the setting. They are in the process of obtaining funding to improve the outdoor area.

The leader of the setting organises staff effectively to ensure they know their roles and responsibilities. They hold weekly meetings, regular supervisions and annual appraisals with staff. Staff told us this was a strength and allows them the opportunity to share any issues or concerns. The leader of the setting confirmed all staff files have the required staff suitability checks in place following the visit for all employees, including bank staff.

The leader has established links with a wide variety of service users, families and professionals. They have established a firm and intelligent partnership with the school. This forms a foundation for a robust and successful system of transition for the children when they move on. They also actively take part in the Summer Fayre as well as other events. We spoke to parents on the day of the visit who were very happy with the service and shared that their children are very happy too, *“They’re brilliant. My child has come on so well here. They’re really happy and settled here. Staff are very welcoming.”*

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

N/A	No non-compliance of this type was identified at this inspection	N/A
30 (1) (a) Sch3.06	Keeping of records	Achieved
28 (2) (a) [ii]	Staff files incomplete	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)
Standard 10 - Healthcare	Ensure staff follow the nappy changing procedure as per policy

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)
Ensure children are provided opportunities to explore play through loose parts and natural resources
Ensure children are provided opportunities to further promote their independence

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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