Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Rhymni

St David's Community Centre
High Street
Rhymney
Tredegar
NP22 5NB

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

17/09/2024

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About Cylch Meithrin Rhymni

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Cylch Meithrin Rhymni
Registered places	16
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	16 January 2019
Is this a Flying Start service?	Yes
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	**Good**

For further information on ratings, please see the end of this report

Summary

Children are happy and enjoy attending the setting. They feel safe and secure in the care of staff. Children have good opportunities for play and learning and develop their independence through a range of exciting play opportunities.

Staff are professional, qualified and enjoy their work. They are kind, caring and interact well with children. They have a good understanding of how to keep children safe and healthy. Staff are attentive to the needs of children and respect each other and the children in their care.

The environment is secure, clean and welcoming. Good quality furniture, toys, and resources both indoors and outdoors promote children's play and development. People who run the setting ensure the environment is safe and secure and that it promotes the health and well-being of children.

Leadership and management of the service is good. There is a clear vision for the service and the person in charge supports staff to carry out their jobs well. Parents speak highly of the care provided by staff at the setting. The responsible individual ensures the best service is provided to children who attend the setting.

Well-being Good

Children make choices and decisions about how they spend their time at the setting. They freely choose from a wide range of activities. For example, we saw children choose to participate in an activity where they were hammering golf tees into a box to develop their fine motor skills. Children approach staff and communicate their thoughts and ideas. They know they are listened to and all their attempts at communication are valued. For example, we saw staff respond to a child who was showing an interest in the home corner.

Children are happy, settled and cope well with separation from their parents. They have good bonds of affection with staff who are kind, gentle and very warm. For example, children who are upset or unsettled seek comfort from staff, who are very familiar to them which helps them settle quickly. Children are familiar with the routines which they enjoy, and this supports their sense of safety and belonging. For example, we saw children excitedly waiting for staff to open the door to go outside and play.

Children are beginning to form friendships in line with their age and stage of development. They are beginning to respect each other and the resources of the setting. We saw children happily playing together in the kitchen area outdoors, happily talking about what they were pretending to cook.

Children enjoy their play and learning. They benefit from a good range of age-appropriate play and learning resources on offer to them. They choose from a variety of exciting and enjoyable activities. We saw children delight in their play. For example, children enjoyed telling each other and staff when they could see aeroplanes in the sky. Children are encouraged to follow their own interests and most sustain their play for periods of time suitable for their age and stage of development.

Children develop a good range of skills as they play. They have opportunities to become independent. Children participate by serving themselves snack and pouring their own milk or water. However, they do not cut their own snack. Children learn to manage their own health and hygiene needs, for example children wash their hands in readiness for snack time.

Care and Development — Good

Staff have a good understanding of their roles and responsibilities within the setting. They are confident in keeping children safe, secure, and healthy. Staff follow procedures in place to promote the welfare of children, including a safeguarding policy. Staff we spoke to were confident regarding their role in protecting children. They follow the setting's safeguarding procedures by reporting and completing the relevant paperwork to promote children's safety. They liaise with the local authority's safeguarding officer for support and guidance when needed. Staff have a good understanding of children's health needs including allergies, dietary requirements, and medical needs. They record accidents, incidents and existing injuries appropriately. These are evaluated to identify patterns and help make improvements, if needed around the setting. Staff prepare a healthy snack of a selection of fresh fruit along with milk and water. However, staff do not wear the relevant personal protective equipment when doing so.

Staff work well together to support and promote children's social behaviour, taking into consideration their age and stage of development. They are positive role models to the children in their care, treating them and each other with respect, and kindness. Leaders ensure that good quality practice is maintained throughout each session. Staff show an interest in children's achievements. For example, a member of staff asked a child if they wanted to help her and showed she was delighted when they agreed, "*Oh, wyt ti eisiau helpu fi os gwelwch yn dda? Oh diolch, you're a bachgen da"* ("*Oh would you like to help me, please? Oh thank you, you're a good boy.")* The member of staff smiled and praised them for engaging and helping her.

Staff are supportive, nurturing and engage positively with children to support their play and development. They record and identify children's progress along with next steps in their learning. Staff work well with the local authority to gain advice, guidance and training to best support children who require additional support. The use of the Welsh language is strong throughout the setting.

Environment — Good

The premises are warm and safe. Staff ensure that only authorised access is granted via a locked door in the main foyer of the community centre. Staff, children and visitors sign in and out on arrival and departure of the setting, with times recorded. Risk assessments are in place for the premises and children's activities. Staff keep children safe by completing daily safety checks of the environment to identify and where possible eliminate risks to children's safety. Staff ensure that routine safety checks and certificates for the building and appliances, including insurance and gas safety checks are in place. Staff carry out regular fire drills and records are kept to document this.

The environment is welcoming and child friendly. It is decorated with calming, neutral colours, giving a relaxed and homely feel to the setting. The playroom is spacious and light allowing children a good space and freedom to move around as they play. Staff ensure the room is organised and laid out in an interesting manner to stimulate children's curiosity, exploration, and development. The provide a good range of purposeful resources and books which are easily accessible to children, encouraging their independence. Equipment outdoors promotes physical development with climbing apparatus including a slide and balance bikes for children to develop their gross motor skills. The indoor area has a wide range of equipment suitable for the ages of the children.

Staff ensure toys, resources, furniture and equipment at the setting are in a good condition, well maintained and of good quality. They provide suitable furniture and resources to support children's independence. For example, child sized tables, chairs, low level toilets and sinks and low-level toy storage, suitable for the ages of children who attend. There are a suitable number of children's toilets and nappy changing facilities available, which are clean and fresh.

Leadership and Management — Good

Leadership and management of the setting is good. Leaders work closely with the staff team and lead them well. The statement of purpose is clear and accurately reflects the service provided to children and their families. Leaders inform Care Inspectorate Wales (CIW) of notifiable events; however, this is not done consistently.

Leaders complete relevant pre-employment checks to ensure staff are suitable to work with children. They have a clear system in place to ensure that staff's Disclosure and Barring Service checks (DBS) are up to date. Leaders have a system in place to keep track of mandatory training. Leaders carry out annual appraisals and one to one supervision meetings with staff which allows them to discuss any concerns, safeguarding and training opportunities. However, the supervision records we examined during the inspection were not dated.

There is a quality of care report in place which celebrates the setting's achievements and helps plan for future improvements. This report considers the views of children, staff and parents.

Staff we spoke to during the inspection told us that they are happy in their roles and feel very supported by leaders. They told us that leaders have especially supported them recently with the transition to the new way of planning. The setting has established trust and good communication links with parents. Parents we spoke with told us that staff are approachable, and they are very happy with the service that is provided to their families. They also told us that they feel their children have developed well since attending the setting. Leaders have developed professional working links with their Flying Start officers who provide support to them to ensure they are always offering good quality care to the children who attend.

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

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 12 - Food and drink	Ensure the staff member preparing snack wears the appropriate PPE.
Standard 21 - Notifications of significant events	Ensure Care Inspectorate Wales are consistently kept up to date with notifiable events.
Standard 13 (Day Care) - Suitable Person	Ensure dates are clearly recorded on supervision records.

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)
Consider how children can cut their own fruit at snack time.

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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