Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Nelson

21a Commercial Street
Nelson
Treharris
CF46 6NF

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

05/03/2025

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About Cylch Meithrin Nelson

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Nelson
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	29 March 2022
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 happy, settled and have very good, consistent experiences at the setting. They make choices from a range of activities and opportunities they wish to engage in. They have warm, beneficial relationships with staff and interact positively with them at every opportunity. Children's social and independence skills are good and age appropriate.

Staff effectively keep children safe and successfully implement the setting's policies and procedures. Staff interactions with children are purposeful and they support all the children's needs sensitively. Staff plan and offer a range of activities, which are nearly always led by the children.

The environment is welcoming, of good quality and organised effectively. Staff follow effective infection control procedures meaning the environment is clean and safe for staff and children. Staff undertake beneficial risk assessments to ensure all possible risks indoors and outdoors are minimised. The setting has a consistently good range of quality toys and resources for indoor and outdoor activities.

Leadership and management of the service is effective and valuable to the children and parents / carers. The staff work well together as a team, and all reported to be happy in their work. Regular consultations with parents, children and staff contribute to the development of the service. Parents speak strongly of the warm care and opportunities their children receive. The Responsible Individual is experienced, organised and dedicated to providing a worthwhile and beneficial service. They have a strong and positive effect on the staff ethos.

Well-being — Good

Children arrive happily at the setting and cope positively with separation from their parents / carers. Children are comfortable in their surroundings, their routines, and with all staff. They have formed warm and effective bonds with staff and each other. This has a clear and positive impact on their well-being. Children understand that staff respond well to their needs and requirements and therefore approach them confidently to communicate any needs. For example, children are immediately supported in their activities by members of staff. Children have built strong friendships with each other and work together co-operatively on various tasks including problem solving. For example, outdoors, children cooperate to collect water from the water butt and carry it to the planters. Children patiently wait their turn in all activities. For example, while using the various cutters and rolling pins in the clay and in the sand pit they share the brushes and cups.

Children communicate successfully with staff and each other and show a positive interest in activities available. Upon arrival they engage well in the experiences available to them. Nearly all children show natural curiosity and explore a variety of consistently good play opportunities. For example, children engage with role playing in the kitchen area, various activities in the outdoor area and in the sand. Children are aware that their moods and feelings are taken into consideration. They are free to decide in which of the various activities to participate. Children's attempts at communicating are effectively respected by staff. Examples include children stating that they wanted to take their coat off in the outdoor area as they were too hot. Their requests were listened to and acted upon by the staff.

Children develop their independence skills through the activities and opportunities provided and with the support of skilful staff. Examples include children collecting their food at snack-time, eating independently and serving themselves milk or water. This was further developed with the children being encouraged to use tongs independently to pick up fruit. This resulted in the children having fun while developing their motor skills. Children are consulted to gather ideas for activities. However, opportunities to further develop their voice and ideas are not clearly included in the planning at present. This will offer valuable and effective opportunities for input into their own learning and development. Nearly all children show enjoyment in the opportunities to climb and be physical outdoors by running, using the bikes and accessing water play. They are constantly encouraged to speak Welsh, and nearly all are sociable and constantly playing, supporting and helping each other.

Care and Development — Good

Staff implement the setting's policies and procedures effectively, ensuring that children are kept safe and healthy. They receive regular safeguarding training and have consistently good understanding of the setting's policies and procedures. Staff fully understand the importance of reporting any concerns to people running the setting, who respond successfully. Relevant safeguarding information is clearly displayed throughout the setting such as photographs of officers and contact telephone numbers. The setting has strong children records including reports of pre-existing injuries, further ensuring children's care. People running the setting analyse these monthly. Staff record all accidents and incidents clearly. They inform parents and ensure records are signed by staff and parents. These records are analysed monthly by leaders and any relevant outcomes are acted upon. Examples of evaluations include individual accident records and information of location of accidents. Nearly all staff have completed paediatric first aid training, enabling them to deal with accidents appropriately. Staff hold relevant food safety qualifications and wear appropriate Personal Protective Equipment (PPE) when preparing snacks. Staff encourage children to wash their hands independently before eating, however they do not actively encourage children to do so after outdoor activities. Staff offer children fresh drinking water or milk and supervise them when eating. However, at present, children do not routinely wash or wipe their hands after finishing their snack or after outdoor activities.

Staff have strong and beneficial relationships with children. They are kind, caring and patient and all interactions are consistently good and worthwhile. They support children's social behaviour effectively through consistently good interactions during activities. For example, reminding children calmly to be careful when playing with resources, to walk indoors and to sit appropriately at the table when eating. Staff implement strategies in line with their behaviour management policy and offer praise and encouragement to children. As a result of the staff's effective interventions and reminders, children's behaviour is consistently good.

Staff engage skilfully with children in all areas of the setting and in all activities. This ensures that all children are offered the same opportunities. All children have monthly observations. These observations are completed and dated, noting the observer, developmental pathways and an analysis and response to findings. The observations support staff planning the children's next steps in learning and an assessment summary is sent to parents yearly. Staff keep examples of the children's work and successes. All staff have a strong and effective understanding of how to meet the needs of children requiring additional support. Children with additional learning needs have support in place. Staff promote the use of the Welsh language throughout the setting.

Environment	**Good**

The indoor environment is safe and secure. The outdoor area is safely accessed through the setting and is surrounded by consistently good fencing. The fencing ensures safety and effective screening for the children. Visitors access the setting through the main entrance and are welcomed by the staff. Children access the setting and are signed in by staff noting times of arrival. Staff arrival and departure times are recorded along with visitors attending. This further strengthens the evidence of who is within the setting at any time. Consistently good risk assessments are in place, including daily opening and closing checks of the indoor and outdoor area. People who run the setting clearly evidence that all other required safety checks are complete and within appropriate timescales, including fire and smoke alarms, fire extinguishers and electrical testing. The toilet facilities are beneficial and are age appropriate. People running the setting make sure staff follow thorough and effective guidelines to promote children's privacy and dignity.

The indoor premises are warm and welcoming and provide a worthwhile and beneficial environment for children to play and learn. Children have appropriate access to a majority of resources, and this ensures they are curious and active learners. They access climbing and resources that develop their physical development. However, at present around half of the outdoor environment is restrictive due to the amount of resources available within a restricted space. Clear planning would ensure more effective use of the area, as well as providing beneficial opportunities to support children's physical development, curiosity as well as overall learning. The outdoor area is sufficiently resourced including bikes, natural materials, and shelters. Children are actively encouraged to investigate and make use of these resources to develop their knowledge and physical well-being. Staff prepare the resources before the children arrive, ensuring that resources are readily available for the children to use immediately.

People who run the setting provide a worthwhile range of age-appropriate toys and resources that keep children engaged. For example, we saw children access the drainpipes and mud kitchen outdoors. They are also encouraged to use various resources including the musical instruments, the wooden train track and trainset indoors. People who run the setting ensure all toys and play equipment are clean and well-maintained and regularly cleaned. There is a range of resources available to promote cultural awareness, celebrations, and diversity within the setting. These include day to day resources, figurines and books.

Leadership and Management — Good

Leaders manage the setting effectively and ensure consistently good standards. They have a purposeful vision for the setting and are clear of the expectations required from staff. The

statement of purpose provides parents with beneficial information on the setting and the service provided. People who run the setting regularly review their policies and procedures and ensure staff implement them effectively. Reviewed policies are available to parents / carers on request. People who run the setting, notify parents / carers of any updates. Consistently good record keeping systems are in place including children's contracts, risk assessments, and detailed safeguarding records. People who run the setting notify Care Inspectorate Wales (CIW) of significant events as set out in regulations.

People who run the setting challenge and support staff to do their best, offering worthwhile opportunities for their learning and development. They conduct regular supervisions and appraisals to support staff in their professional development and training requirements. However, not all documents are signed for by the person carrying out the supervisions and appraisals. Staff reported that they feel supported by management and can discuss ideas and concerns with them.

People who run the setting have purposeful systems for the evaluation of the service. They seek valuable feedback from parents, staff and children to support their quality-of-care report. They ensure consistently good and experienced staff and therefore ensure children are always cared for effectively. There is a positive ethos within the staff of teamwork, working successfully to ensure the best experiences and outcomes for children. Examples include purposeful fortnightly staff meetings to discuss observations and assessments, ideas for planning and the environment. People who run the setting use consistently good recruitment processes to ensure staff are fully suitable to work with children.

Partnerships with parents / carers are effective and beneficial. Staff share regular daily updates with parents using a private social media platform. Staff also speak to parents / carers at drop-off and pick up. Matters discussed and shared include updates, any matters such as health concerns and the activities they have enjoyed. Parents told us that they are very happy with the care their children receive. Examples of working with parents include children taking 'Doti' (a puppet) home regularly and taking photographs of Doti's adventures. People who run the setting have also encouraged parents to cook Welsh cakes with their children. The ingredients were measured by the children and taken home in bags. The setting has strong and valuable links with the community. At Christmas time, the children visited the local shops to deliver Christmas cards. Visits are regularly carried out to the local park and library. People who run the setting have developed links with professionals within the local authority and with external organisations.

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

National Minimum Standards

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.

Standard	Recommendation(s)
Standard 4 - Meeting individual needs	Ensure that the voice of children are formally included in the setting's planning.
Standard 7 - Opportunities for play and learning	Ensure the best use of the outdoor area to develop children's opportunities and development.

Best Practice

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.

Recommendation(s)
Ensure that all appraisals and supervisions are signed and dated by the relevant persons.

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