Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Tonnau Bach

Ysgol Hafan y Môr
Lôn Heywood Lane
Dinbych Y Pysgod / Tenby
SA70 8BZ

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

19/06/2024

Welsh Government © Crown copyright 2024.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Cylch Meithrin Tonnau Bach

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Tonnau Bach
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	18 November 2018
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	**Good**

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

Summary

Children are happy and communicate confidently with their peers and staff. They develop strong relationships. Most children are independent and are given choices and opportunities to express their opinions in the knowledge that their voices will be heard.

Staff are experienced and understand and follow policies and procedures to promote well-being and safety. Staff encourage children to express themselves and interact with them in a positive and caring manner. They plan well to meet children's requirements and interests.

The people running the service ensure that the environment is safe and secure and set clear guidance to ensure that everyone understands their responsibilities. They offer a good range of resources to meet children's individual needs both indoors and outdoors.

The people running the service ensure that they comply with regulations and national minimum standards. They have strong partnerships with parents, carers, and the school. They have an effective system in place to review the service annually.

Well-being — Good

Children are given good opportunities to make choices and decisions and express their opinions. They communicate confidently with staff and their peers. Their wishes, feelings and needs are considered at all times. Children's views and interests are valued and this ensures their individual needs are met. Children have a strong voice and know they can join in activities when they are ready. For example, during outdoor play, some children chose to sit and watch rather than play. Children have free flow access to outdoor and inside play, as the door remains open most of the day. Children's views and ideas are listened to and they contribute to the planning process.

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 and like the freedom to choose where they play within the room. Children are learning to understand their feelings and show sheer delight when telling us about their family and home life. Children confidently greeted us and are not phased with an unfamiliar face in the setting.

Children interact confidently and openly. They work together and socialise in a friendly and kind manner. Most children understand how to take their turn, wait, and share. The interaction between the children and the care staff demonstrates that children develop good communication skills. Children are developing a sense of what is right or wrong and how they and others may be feeling. This is promoted by the use of a programme to develop social and emotional skills.

Most children are active and curious learners and take part in activities enthusiastically. They show interest and excitement and enjoy taking part in tasks. For example, during outdoor play, children are busy creating meals and potions in the mud kitchen, carrying water carefully from the water tray and mixing it with mud and sand. Children enjoy a range of good opportunities indoors and outdoors and are free to choose activities and move around the setting.

Children are given good and regular opportunities to develop physical, social and emotional skills and they can follow their interests successfully. They develop their independence skills by using the toilet, washing and drying their hands. Children enjoy the role of being helper of the day, handing out plates and cups to their friends with pride. They skilfully pour water or milk from the jug into their cups.

Care and Development — Good

The setting is run by experienced staff who understand policies and procedures to promote healthy lifestyles, physical activities, safety and personal well-being, and they implement them effectively. All staff have completed first aid, safeguarding and food hygiene training. Staff follow appropriate hygiene guidance when serving food, helping children to go to the toilet and changing nappies. Healthy snacks are provided and staff enjoy eating, chatting, and socialising at the table alongside the children. Staff identify risks and manage them consistently. They have a sound understanding of the setting's safeguarding procedures and emphasise that we all have a duty of care for every child. Staff record accident and incident logs, and these are signed by parents or carers.

Staff understand the behaviour management policy and act as positive role models. They listen attentively to children's views and respond carefully to their needs. Staff interactions with children are positive and kind, and they treat children with dignity and respect consistently. For example, they are thoughtful and vigilant when dealing with children's personal needs and are enthusiastic when inspiring children to respond energetically to activities in the outdoor area. Staff are able to tell us, with pride, how children have settled and developed well since attending the setting. Parents affirmed this and complimented the staff on working closely with them should there be an issue. Staff show genuine care and enjoyment in their roles.

Staff offer a variety of play and learning activities suitable to the age and development of the children in their care. Staff care for key children and know them extremely well and can easily identify when they are displaying behaviours that are out of character for them. For example, when a child becomes agitated later in the morning, staff knew it was a result of being hungry. As a result, their in depth knowledge allows them to effectively meet the children's individual needs. Staff plan well for the next stages and review progress regularly. They have systems in place to provide suitable care and opportunities for children with additional needs, should this be required.

Environment — Good

The service is located in a large room within the primary school. It provides a clean, warm and safe environment. The setting has a good level of security and the main entrance is electronically controlled by staff. People running the service ensure that daily and general risk assessments, as well as fire risk assessments, are conducted and reviewed regularly. People running the service ensure that the ratio of care staff to children is correct and that they supervise children very well. Children can access the toilets independently with care staff ensuring that clear and safe arrangements are in place. A visitors' book, staff rota, children's register and a staff signing-in record are used efficiently ensuring the safety and security of the children and the setting.

The indoor area is spacious with play areas set up for the children. Confidential paperwork is stored in a locked cupboard which can only be accessed by leaders. The room has a small kitchen area where staff can prepare snacks and drinks. A dedicated outdoor area to the rear of the building is always available and the door remains open to allow free flow. In addition to this, the children have the use of the school yard when not being used by the school children. It is secure and offers ample space for physical play such as riding bikes, climbing and role play.

People who run the setting provide a wide range of good quality, developmentally appropriate play and learning resources to ensure children have a good variety and choice to stimulate the children's curiosity. There are play areas set up, such as a book corner, playdough, mark making, role play area, water and sand play, mud kitchen and craft and painting area. Children can access the wide variety of toys and resources easily and independently, as they are stored at low level and within their reach.

Leadership and Management — Good

People who run the setting have an innovative vision, which is shared with the entire team. Policies and procedures are in place and reviewed annually with dates and signatures evident on each document. They reflect the service that is provided to children and families and exceed the National Minimum Standards. Staff files, children's files, appraisals, medication, accident, and incident logs are all completed correctly and available to view. All other systems of recording are completed and organised. Children and staff attendance times are recorded daily on the app. People who run the setting engage positively with Care Inspectorate Wales (CIW) and are keen to drive improvement. They ensure all required records are organised and accurately kept. They promptly notify CIW of significant events.

People who run the setting implement current best practice relevant to the children in their care. They actively implement self-evaluation. They produce a thorough and reflective quality of care report, seeking and implementing the views of children, parents, and staff. This is a working document which is updated regularly by leaders.

People who run the setting follow timely and robust recruitment processes to safeguard children and follow the setting's policy and procedures. They have good systems in place to update suitability checks as required. There is a performance management process in place and staff and leaders have annual appraisals and regular supervisions. All staff promote the Welsh language, even those who are less confident demonstrate a very good command of the language. Staff describe the setting and team as a family and feel very much supported by leaders.

People who run the setting have an effective relationship with the school ensuring a smooth transition for the children. The Responsible Individual is always on site and available to support staff. People who run the setting told us they don't take children out into the community but have welcomed visitors such as police and fire brigade. Feedback from parents show they are extremely happy with how their children's independence is nurtured and encouraged and feel their children are flourishing. People who run the setting tell us they have good support from parents, carers, and the school when they organise fundraising events.

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

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)
To develop partnerships with the wider community to include walks and visits away from the setting.

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published 05/08/2024