Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Tregaron

Ysgol Henry Richard
Lampeter Road
Tregaron
SY25 6HG

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

05/02/2025

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About Cylch Meithrin Tregaron

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Tregaron
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	June 2021
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 enjoy their time at the setting because they have a strong voice, and they are curious learners. They can make choices about what they want to do and how they spend their time at the setting. Children feel safe and valued which enables them to engage in purposeful play-based activities.

Staff promote children's wellbeing efficiently, building affectionate bonds of attachment with them and ensuring children are safe. They are well qualified, experienced, and knowledgeable. Staff confidently provide a nurturing and caring setting. Staff show genuine passion for and enjoyment in their roles.

Staff care for children in an environment that is welcoming and friendly and provides a good environment for play and learning. There is a range of play spaces and plenty of resources to encourage children to play and learn. The resources and equipment meet the needs of the children well. Staff identify any unnecessary risks to children and eliminate them as much as possible. The outdoor environment is secure and offers play areas as an extension of the indoor environment.

Leaders maintain an effective and well organised service. They have a positive vision and sense of purpose which sustains improvements and is shared with staff, parents and carers. Leaders value staff and provide effective support, challenging everyone to do their best. They promote successful links within the school and develop positive partnerships with parents.

Well-being Good

Children are good communicators and have a strong voice. They are confident in making their own decisions about what they want to do and where they want to play. Children are aware of the different choice of activities, so that they can confidently decide what they want to engage with. Some children enjoy filling and tipping water in the mud kitchen whilst others choose to sit with a member of staff looking at books and doing tabletop jigsaws. Children who choose to play alone on the mat are left to play and observed from afar.

Children feel safe and secure; they show excitement and thoroughly enjoy their play. They have a strong sense of belonging and they are forming positive attachments with each other and staff. Children confidently express themselves because they receive lots of attention from staff who genuinely consider and respect their wants and needs. Children who are upset know their needs are met and receive cuddles and words of reassurance or are left in their own space because they choose to be.

Children's behaviour is good and interactions between them are mostly positive. Some children sometimes push boundaries when they want toys or resources that other children are playing with. They are beginning to learn and understand the importance of sharing and waiting their turn. Children interact well with staff; they cooperate enthusiastically and listen to their requests. For example, the children went to line up to get their snack.

Children are curious learners who are engaged in their play and learning for short periods of time. They eagerly enjoy the wide range of real-life opportunities and experiences; confidently exploring the resources and using their imaginations. For example, a child enjoyed being a hairdresser brushing a staff members hair whilst another mops the floor in the home corner.

Children have some opportunities to develop their independence skills, enabling them to do things for themselves. For example, children attempt to put on their own coats and wash and dry their hands independently.

Care and Development — Good

Staff mostly implement the setting's comprehensive policies and procedures and work effectively to keep children safe and healthy. Staff offer a range of healthy foods at snack time and encourage the children to explore different textures and tastes, praising their efforts. They respond warmly to children's requests when they want more. Staff generally have a sound understanding of their responsibilities to protect children and can tell us the protocol to follow should they have any safeguarding concerns. Staff accurately record children's attendance and promptly fill in accident sheets, sharing the information with parents. Staff organise consistent cleaning routines and have appropriate infection control systems in place to minimise the risk to children's health and safety. However, these procedures are not always followed. For example, children did not wash their hands before sitting down for their lunch.

Staff foster positive relationships with children through interacting with them in a warm, caring, and relaxed manner. Staff act as good role models; they genuinely listen and respect children's views and praise them for specific behaviours. For example, "*thank you for listening and walking indoors"* Staff implement the behaviour management policy thoroughly and consistently. They use positive reinforcement and are always reassuring and praising the children, such as, "*Well done!" "You are so helpful! High five!" and "That was so kind of you!"*

Staff create a relaxed and friendly atmosphere in the setting where children can confidently play energetically or quietly. They know the children well and are sensitive to the needs and experiences of each individual child. Staff observe children to gage what their likes and interests are. For example, the role play area is now a doctor's surgery following a request from the children. Staff are happy and enthusiastic and are able to use resources innovatively to enhance children's learning. Staff have robust procedures in place to support children with additional needs and promote their learning and development. They liaise with outside agencies to support children's language development and work alongside parents and carers to promote positive outcomes for children.

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, secure, and well maintained indoors and outdoors. People who run the setting ensure they always lock the doors; routinely signing children, visitors and staff in and out of the building. They complete detailed risk assessments that cover every aspect of the environment. People who run the setting ensure staff supervise children well. They understand the difference between acceptable and unacceptable risks for the ages, needs and abilities of children they are caring for. They complete regular fire drills and maintain detailed records to ensure that all staff and children can safely evacuate the building in the event of an emergency. People who run the setting complete daily checks of the premises and all maintenance checks for the building and appliances are up to date.

People who run the setting make good use of the available space; they provide learning spaces for children to explore as well as areas to rest or have quiet time. The outdoor space is fully enclosed. Children use this space throughout their time in the setting, with free flow access throughout the session. People who run the setting care for children in an environment that meets their needs and enables them to be creative and explore confidently and independently.

People who run the setting create a stimulating play environment for the children with plenty of resources available to enhance their curiosity and interests. They ensure children can easily access a broad variety of resources and equipment to stimulate and interest them. For example, there are sensory resources, a selection of Welsh and English story books, small world play and craft areas. People who run the setting ensure the furniture and resources are suitable for the developmental needs of all the children

Leadership and Management Good

People who run the setting have a clear vision that they communicate successfully to their staff, creating a positive ethos. They ensure staff have a good understanding of their roles and responsibilities and they embed the relevant policies and procedures within the setting. People who run the setting have an updated statement of purpose that accurately reflects the service and allows parents to make a fully informed decision about sending their child to the setting. They keep records in relation to children's contracts and their preferences and they have all the appropriate parental permissions in place.

People who run the setting recognise the importance of self-evaluation and plan effectively for improvement. They implement an effective system which informs their quality of care review. People who run the setting are extremely approachable and welcome any ideas or suggestions to improve their practice.

People who run the setting implement robust recruitment procedures to safeguard children and ensure staff have the necessary qualifications and experience to provide high quality care. They have effective systems in place to update checks in a timely manner. They support staff effectively through regular, meaningful appraisals and supervisions. People who run the setting deploy staff effectively to ensure they meet children's individual needs.

People who run the setting have developed good partnerships with parents and carers, as well as other professionals and outside agencies. The setting has an effective transition process for children when moving on to school, with visits from the teaching staff as well as visits to the school prior to leaving. There are good systems in place to keep parents well informed about their child's time at the setting.

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	
29	The responsible individual has not ensured that the person in charge receives appropriate supervision and appraisals.	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	Children are encouraged to learn about good personal hygiene, and practise it, through the daily routine.

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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