Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Ffrindiau Bach Yr Enfys

Canolfan yr Enfys
Stryd Napier
Cardigan
SA43 1EH

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

24/10/2024

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About Cylch Meithrin Ffrindiau Bach Yr Enfys

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Meithrinfeydd Cymru Cyfyngedig
Registered places	32
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	22 January 2020
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 feel very happy and safe at the setting. They have a strong voice and are able to 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. There is strong and positive interaction between the children and the staff.

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 are well qualified, experienced, and knowledgeable. Staff show genuine passion 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.

The leader maintains an effective and well organised service. They are committed to providing high quality care. The leader values staff and provides effective support. They challenge everyone to do their best and set high expectations. Overall, the leader ensures they comply with regulations and national minimum standards. They review the service's quality of care review and have strong partnerships with parents, carers and the school on site.

Well-being — Good

Children feel very happy and safe in the setting. They are settled and enjoy playing and communicating with familiar staff and other children. 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 choices of activities, so that they can confidently decide what they want to do. We observed children smiling when praised for playing well and for joining in with singing at circle time.

Children 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 are very confident expressing themselves because they receive lots of attention from staff who genuinely consider and respect their wants and needs. Some children play together whilst others play independently, and others engage with a member of staff in their play.

Children's behaviour is good and interactions between them are positive. They are beginning to understand the importance of sharing and waiting their turn. Children interact well with staff; they cooperate enthusiastically and listen to their requests. For example, when it's time to share the exercise ball and take turns in the play area.

Children are curious learners who are engaged in their play and learning for extended 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, children enjoy creating a role play situation in the role play area, forming a queue and ordering ice cream.

Children have many opportunities to develop their independence skills, enabling them to do things for themselves. For example, children enjoy choosing fruit at snack time as well as pouring their own drinks and washing their dishes when finished. During lunchtime children choose where they want to sit and make attempts to put on their own coats and bags.

Care and Development — Good

Staff are aware of their responsibilities to keep children safe and healthy. Nearly all staff implement policies and procedures well to promote children's healthy lifestyles and physical activities. They provide healthy and nutritious food for children including fruit, crackers, toast, milk and water. They ensure the tables have been disinfected and they wear aprons and gloves to assist with food preparation and distribution. All staff hold valid certificates for food hygiene training. Staff consistently encourage children from the setting to wash their hands regularly, however there was one occasion where children used a shared towel to dry hands. Children bring a packed lunch, and parents are informed how these are stored. Staff have an awareness of the children's dietary and medical needs, and a record of these is clearly displayed on the wall. During the inspection visit, nappy changing procedures did not fully meet policy requirements. However, following the visit, the leader informed us a staff meeting had been arranged to discuss the correct procedure. Staff have a good understanding of child safeguarding procedures. They demonstrated an awareness of the arrangements should a safeguarding case arise, however not all staff were familiar with The Prevent Duty. Staff keep a record of accidents as well as existing injuries.

Staff manage interactions positively. They act as positive role models, treating children with kindness and care. Staff praise children for their efforts and accomplishments to promote their confidence and self-esteem, *"Gwd boi yn sharing"* (Good boy for sharing.) They encourage children to say *'please'* and *'thank you.'* Staff manage the children's behaviour well; encouraging the children to share and wait their turn when playing on the exercise balls. Staff are very approachable and ensure children feel comfortable to approach them for assistance or comfort. Staff have a wonderful way of communicating with the children and staff were heard asking a child, "*Beth sy'n bod twts?"* (What's wrong dear?) and offered a cuddle in which the child greatly received.

Staff support children's learning in a positive way. They mainly provide a self-directed learning environment where children follow their interests by choosing the resources they want to use and play with. Staff feed and promote the Welsh language successfully. For example, staff are heard questioning and feeding the language as the children discuss the names of food items during snack time, count and discuss colours and the weather. They sing Welsh songs such as '*Mr Hapus ydw i*.' Staff keep a written record of children's development when they start and end their time at the setting, however no records are in place for the periods in-between. They have a good understanding of additional learning needs in line with the policy and are pro-active in ensuring timely referrals. Staff use the children's voices and interests to prepare themes and activities for each term, however they do not keep a written record of the planning of activities. Staff use photographs to evidence activities undertaken. They mark annual celebrations including those which promote the children's awareness of the wider world. For example, stories about Chinese New Year, Santes Dwynwen and Christmas.

Environment — Good

The leader has 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. The door which leads to the setting is kept secure by a solid security system. The leader keeps a record of visitors to the setting and checks visitors' personal ID badges prior to their entry. The toilet facilities, kitchen and play areas are safe and promote the children's independence. The leader manages and checks potential risks and cleaning records daily. They maintain detailed risk assessments in relation to the building and they further developed detailed assessments for the outdoor area and outdoor play activities during the inspection. The leader ensures that maintenance certificates and detailed records of regular fire drills are kept.

The leader ensures an accessible and suitable environment and provide an enriching indoor and outdoor area for play and learning. The playrooms promote the children's independence where resources are kept at a low level and within the children's reach. There are a suitable number of toilets for the number of children attending and the nappy changing facilities are clean and ensure the children's privacy and dignity. Low-level tables and chairs are provided for mealtimes and table activities. The setting has a spacious outdoor area which provides ample opportunities for play and exploration, including climbing apparatus, mud kitchen, role play, planting and creative play.

The leader provides and sets out high quality resources. There are a good number of Welsh language books and resources and some which include personal morals and multicultural awareness. Colourful and attractive displays promote well-known Welsh characters. There are role play resources including a kitchen, shop and dressing up clothes; small world play with animals and creatures, dolls, train tracks, puppets, construction toys, sand, puzzles and games. Physical resources include a wooden climbing structure with slide, yoga resources and balls for physical activity.

Leadership and Management — Good

The leadership of the setting is well-organised, and the service is well managed. The statement of purpose provides relevant information for parents, and this was updated during the inspection to include all information required by national minimum standards and regulations. Policies and procedures are in place and are reviewed annually. The leader maintains clear and accurate records in relation to children's contracts and their preferences and they have all the appropriate parental permissions in place. They ensure public liability insurance is in place.

The children and their parents benefit from a setting which is committed to providing high quality care. Effective systems are in place to ensure that a formal self-evaluation of the system is undertaken every year. The leader acts on feedback from children, parents and Mudiad Meithrin in order to create targets and make improvements to the service for the future.

The leader and the staff form a highly motivated and close-knit team, and they are passionate and enjoy their work. Staff files are of a high standard and meet regulatory requirements. The staff receive regular supervision sessions and annual appraisals which are formally recorded. Regular staff meetings are held; staff and leaders communicate effectively with each other. The leader ensures a clear system is in place to ensure that staff have up to date checks from the Disclosure and Barring Service (DBS). Safeguarding, food hygiene and paediatric first aid training is also in place. The leader deploys staff effectively to ensure they meet, and often exceed staffing ratios, and as a result fully meet children's individual needs. However, during the visit records evidencing those looking after children did not reflect when staff left the building to undertake school drop offs and pick-ups as well as lunch breaks. This was rectified immediately following the visit. The leader is competent and experienced.

Parents are very happy with the service. They feel that their children are very happy and look forward to attending the setting every day. They are aware of the policies and feel well informed of what is happening in the Cylch.

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 10 - Healthcare	Ensure staff follow the nappy changing policy and procedure and promote good hygiene practice with hand washing.
Standard 7 - Opportunities for play and learning	Ensure planning is in place for activities to monitor the introduction and development of key skills
Standard 7 - Opportunities for play and learning	Ensure a record is kept evidencing children's development throughout their period at the setting
Standard 20 - Child protection	Ensure all staff members are familiar with The Prevent Duty

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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