Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report on

Cylch Meithrin Pencader

Ysgol Cae`r Felin
Pencader
Carmarthen
SA39 9AA



Date Inspection Completed

30/09/2022

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About Cylch Meithrin Pencader

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Pencader
Maximum number of registered places	17
Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	This is the service's first inspection
Is this a Flying Start service?	Llawlyfr Mewnosod No
Does this service provide the Welsh Language 'Active Offer'?	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	**Adequate**
Care and Development	**Adequate**
Environment	**Adequate**
Leadership and Management	**Adequate**

Go to the end of this report for further information on ratings.

Summary

Most children have settled and are happy to take part in the activities available to them. They have developed close relationships with their peers. Many children have opportunities to communicate and make choices, but attention is not always paid to the voice of the child.

Care staff follow most policies and procedures to promote well-being, safety and healthy lifestyles. They know the children and offer some opportunities to spark their interests. Overall, care staff respond to the needs of many children, but the observation and planning process is not given detailed attention to ensure individual children's progress.

The people running the service ensure that the environment is safe and secure and impose measures to ensure that everyone understands their responsibilities. They offer a resource base that meets children's individual requirements and stages of development.

Those running the service meet regulations and national minimum standards. They have a good partnership with neighbouring schools and parents.

Well-being — Adequate

Most children communicate confidently and have settled well in the setting. Many children are given opportunities to make choices and decisions, and their wishes on the whole are considered. However, some occasions were observed where a few children were prevented from doing what they wanted, without being offered other things to occupy them.

Children are happy, settled and comfortable at the setting. They have a sense of belonging; for example, during the visit, children were seen enjoying circle time as they sat together and took part. Children are familiar with the setting's daily routine and move independently and confidently around the setting. For example, children were observed playing happily outdoor, enjoying the play house and at the sand pit. During the visit, children seemed to be comfortable in our company and happy and confident to include us in some activities, for example, musical instruments and role play.

Interaction between the children is positive as they play and cooperate constantly, and most children show an interest and participate when playing together. Interaction between the children and care staff appeared to be less consistent, with less communication and cooperation.

Children can choose to opt for a range of indoor and outdoor resources and enjoy playing. But, during the visit, the morning structure was seen to govern some activities, with the children sitting at the table for periods of time, for example, as they waited for the focused task, or for lunch.

Children are given a variety of opportunities that are suitable for the age/development, for example, taking photos with cameras, dressing up and sorting games. They have opportunities to develop their independence skills which enable them to do certain things for themselves, for example, going back and forth to the toilet, hand washing and drying, serving milk to the children. However, no children were observed dressing themselves, or collecting cups and plates following snack time and lunchtime. Many children show an interest in their play and learning, but on the day of the visit, children were seemed to lose interest in the focused task. Children were not encouraged to make individual decisions, or have opportunities to solve problems as they developed their skills in using scissors, as all children completed the same task. A few children were supported to find their own solutions, when they asked for assistance.

Care and Development — Adequate

Care staff follow most of the setting's policies and procedures and promote healthy lifestyles. During the visit, care staff wore aprons and gloves for snack time and lunchtime when preparing food, and again during nappy-changing time, with the correct procedures for changing and record-keeping followed. Most care staff implement appropriate cleaning and hygiene practices, but clear handwashing and table-cleaning procedures before and after eating were not seen to be practised by everyone. Care staff understand and implement day-to-day risks and review procedures when necessary. They understand the setting's safeguarding requirements and procedures with almost everyone confident in who to contact outside the setting.

Care staff are familiar with the setting's daily practices with many interacting during activities. They know the children well and are aware of their moods and needs. However, not everyone seemed to set a sound example of role modelling, with a few care staff missing opportunities to encourage children to make choices and decisions, or discuss and converse with the children. Overall, interaction with most care staff is positive and demonstrates warmth and kindness. Most care staff have a suitable understanding of how to promote children's rights, but there were some examples during the visit where not every child's voice was respected and heard, for example during the focused task.

Many care staff work to provide a suitable variety of play and learning activities and are aware of the children's development. However, activities did not seem to be planned according to the children's skills to ensure progress in their individual development. During the visit, the children's individual work books showed evidence of each child's individual activities, and many care staff are aware of and understand how to support additional needs, for example, speech and language. However, no specific activities were observed for those with additional learning needs.

Environment — Adequate

The service is located in a room at the school, with access to a vast enclosed outdoor area. The setting provides a clean, warm and safe environment. The setting has a very good level of security and is kept locked at all times, allowing children to move independently around the indoor area and the outdoor area within the setting's security gates. The people running the service ensure that daily and general risk assessments, as well as fire risk assessments, are conducted and reviewed regularly. The people running the service ensure that the ratio of care staff to children is correct at all times. The children use the toilets independently. A visitor's book, rotas, children's register and staff signing-in record are in place, ensuring the safety and security of the children and the setting.

The people running the setting ensure that the indoor and outdoor areas are safe and secure, and offer a purposeful environment for play and learning. Both the indoor and outdoor areas promote children's independence as the resources and provision are available to them and kept within reach of all children. However, the choice available is limited and opportunities to promote children's skills further are missed. For example, there were no scissors available for the children to use in their play, despite this being the skill for the week. The setting has areas affording space to store confidential paperwork, an area to prepare snacks and foyer area, where private discussions can be conducted with parents, carers and visitors. The setting has not been inspected by the Food Standards Agency.

Those running the service provide a simple choice of good resources for children, but children were observed taking other resources out of storage boxes. The outdoor play area is very vast with plenty of space for the children to move around freely. However, the children were unable to choose to go outside whenever they wished.

Leadership and Management — Adequate

Leaders ensure that they comply with all relevant regulations and meet the National Minimum Standards. They are well informed about their regulatory responsibilities and are well organised in reviewing policies, certificates, information and records. However, not all members of care staff always follow the policies, for example the behaviour policy, where there was inconsistency in procedures and how care staff responded to pupils' behaviour. Leaders have a very good understanding of their responsibilities to promote the Welsh language and fulfil the obligations of the Welsh language Active Offer.

Leaders are in the process of self-evaluating the service in discussion with parents and children to further plan and develop.

Leaders ensure there is a robust system in place when employing new staff, with accurate documentation kept in care staff files and stored securely. Evidence was seen of care staff supervision and annual evaluation.

Leaders have established links with a wide variety of service users, families and professionals. They have established a firm and intelligent partnership with the school. This forms a foundation for a robust and successful system of transition for the children when they move on. We spoke to parents on the day of the visit who were very happy with the service and shared that their children are very happy too.

Recommendations for compliance with the National Minimum Standards

Add R1. R2 etc and the required wording manually These are not regulations but national minimum standards.

R1 — ensure the child's voice is heard.

R2 — ensure more opportunities to develop skills in independence / making choices.

R3 — strengthen hygiene guidelines.

R4 — ensure that prepared activities are planned according to the child's ability.

R5 — update and discuss the behaviour policy and ensure consistency in the way staff respond to pupils' behaviour.

R6 — contact the Food Standards Agency

Summary of non-compliance	
Status	**What each one 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

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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