Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Cil y Coed

Ysgol Y Ffin
Sandy Lane
Caldicot
NP26 4NQ

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

22/03/2024

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About Cylch Meithrin Cil y Coed

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Cylch Meithrin Cil Y Coed
Registered places	19
Language of the service	Both
Previous Care Inspectorate Wales inspection	First inspection since registration.
Is this a Flying Start service?	Yes
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	**Adequate**

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

Summary

Children are very happy, settled, and confident to share their views. They make friends with ease and interact well with one another. Children thoroughly enjoy the activities available to them and learn to become independent.

Staff interact positively with children and show understanding and respect towards them. They know the children well and ensure they provide meaningful and interesting activities for them. They plan a range of fun activities led by the children's interests.

The environment is clean, welcoming, and child friendly. Leaders ensure risk assessments are in place and are regularly updated. The environment is well organised to stimulate and support children's play and learning. A good range of indoor and outdoor resources promote children's all-round development.

Leaders are highly motivated and dedicated to delivering high quality childcare. There is a clear vision for the service and the person in charge supports staff to carry out their jobs well. Required policies, procedures and records are in place. Parents speak highly of the setting and the care their children receive. We have identified an area for improvement in relation to staff supervisions and appraisals.

Well-being Good

Children have good opportunities to make choices and decisions about what affects them. They can choose where and what they play with, and consistently have choice about whether they would like to participate in an activity. Children approach staff and communicate their thoughts and ideas, as they know they are listened to and all their attempts at communication are valued. For example, we saw a child show an interest in a dinosaur and staff encouraging them to draw around the dinosaur's feet.

Children arrive at the setting eager to see staff and their friends. They have warm and positive relationships with staff and happily approach them for support when needed. For example, children who are upset or unsettled on arrival seek comfort from staff which helps them to settle quickly. Children are happy at the setting. We saw children smiling, laughing, and enjoying their time. They have a strong sense of belonging and are very familiar with the routines of the setting.

Children behave and interact well for their ages and stages of development. They happily play alone or alongside their friends as they learn to share and work together. For example, older children readily share resources such as building blocks and role play equipment. Children respect each other and the resources, using them appropriately and helping to tidy up when asked.

Children are interested in their play and learning. They enjoy a range of interesting opportunities and have the freedom to explore their environment. There is a good balance of child and adult-led activities. For example, we saw children drawing independently and others choosing to take part in a number jigsaw activity with a member of staff. Children are encouraged to follow their own interests and most sustain their play for periods suitable to their age and stage of development.

Children have very good opportunities to develop their independence. They learn to do things for themselves, such as pouring their own drinks and helping to serve food at mealtimes. Children learn to manage their own health and hygiene needs, for example we saw children washing their hands before and after snack and brushing their teeth.

Care and Development Good

Staff have a good understanding of how to keep children safe and they implement policies and procedures effectively. They demonstrate a clear understanding of their safeguarding responsibilities and the action they need to take should they have a concern about a child. Staff accurately complete relevant records in relation to accidents and incidents. They conduct regular fire drill practices with children to ensure they know how to leave the building safely in the event of an emergency. Staff keep registers of attendance for themselves and children, and any visitors attending the setting. Information on individual allergies is up to date. However, the information displayed regarding individual children's needs is not detailed. Overall, staff keep children safe and healthy and have effective procedures in place to promote healthy lifestyles. Staff follow infection control procedures before preparing food. They maintain a hygienic environment, regularly washing tables, cleaning cups/bottles and brushing the floors. The snacks and meals provided are nutritious and staff offer milk or water to drink.

Staff are patient, caring and kind when interacting with children. They deal with any inappropriate behaviour quickly and calmly to avoid it escalating. For example, we heard staff gently but firmly ask children to walk and not run inside. Staff use praise appropriately to celebrate children's achievements, helping them to feel a sense of pride in what they are doing. They speak respectfully to each other and are good role models for children. Staff join in with children's play when it is appropriate to do so and talk regularly to extend their learning and make their experiences sociable.

Staff plan stimulating activities and opportunities for children to learn. They conduct observations of the children, so they are aware of their interests and individual needs. Staff use this information to plan for children's next steps in development and track their progress, dating when skills are achieved. Staff know children very well and are knowledgeable about their development and this enables them to meet their needs effectively. Staff promote the use of the Welsh language well. We heard staff using simple words and phrases with the children at circle time and throughout the day.

Environment — Good

The environment is warm, safe and secure. Staff allow only authorised access to the setting and ensure that a record of all visitors is maintained. They complete effective and accurate risk assessments, which are regularly reviewed alongside daily checks of all areas. Staff ensure that routine safety checks and certificates for the building and appliances, including insurance are in place. Staff carry out regular fire drills and records are kept to document this. They implement effective infection control practices which successfully minimise any risk to children's health and safety. Staff undertake consistent cleaning routines resulting in a clean and pleasant indoor environment.

Leaders provide children with an indoor and outdoor environment that is spacious, child friendly, light, and bright. The well-maintained indoor environment provides children with a warm and welcoming atmosphere from the moment they arrive. Photographs of children and their families and attractive displays celebrate children's work and gives them a sense of belonging. The room is set up to encourage children's independence and free play. For example, we saw children accessing resources on offer to them from the storage units at their height. The outdoor play area is secure and welcoming to the children. However, during the inspection, we observed that the grass was overgrown. Staff ensure children access the outdoor area daily. Leaders assured us that when weather permits, children have free-flow access to the outdoors.

Leaders provide a broad range of stimulating resources that allow children variety and choice. Furniture, toys, and equipment are of good quality and are developmentally appropriate to children. Outside is a large and inviting space where children can explore and learn about the world around them and develop a range of skills. There are many age-appropriate resources available including a covered area, a climbing frame and slide, and an adventure course. The children benefit from the use of the adjoining school yard to ride their bikes. Staff ensure that real life and multi-cultural items promote children's awareness of equality and cultural diversity. They regularly check toys, equipment, and resources to ensure that they are clean and in good condition.

Leadership and Management — Adequate

Leaders are enthusiastic and motivated to provide a high-quality service. They maintain and share an up-to-date, effective statement of purpose that accurately reflects the service provided. Leaders engage positively with Care Inspectorate Wales (CIW) and are keen to drive improvement. They ensure all required records are organised and accurately kept. They notify CIW of significant events.

Leaders monitor the quality of the service and plan for improvements effectively. They regularly seek feedback from parents, children, staff, and outside agencies. Leaders use this information to write an annual quality of care report and use their findings to produce purposeful plans for improvement. For example, a Deputy Manager has been appointed as a result of the most recent quality of care report.

Leaders complete relevant pre-employment checks to ensure staff are suitable to work with children. They have a clear system in place to ensure that staff's Disclosure and Barring Service checks (DBS) are up to date. Leaders have a system in place to keep track of mandatory training. The person in charge has started to carry out one to one supervision with staff to discuss concerns, safeguarding and training opportunities. However, we noted that the person in charge has not received any formal supervision or appraisal since taking up her post. While no immediate further action is required, it is an area for improvement, and we expect the Responsible Individual to take action.

Leaders have developed meaningful and positive relationships with parents and carers. All the feedback evidenced by the setting and discussions with parents during the visit were positive. Leaders have developed good working relationships with other professionals and agencies, for example, Mudiad Meithrin and the Flying Start advisory team. The setting has a strong working partnership with the school which operates from the same location. People who run the setting make full use of a range of opportunities available on their doorstep to enhance children's learning in the real world, such as visits to the library, fire station and walks around the community to the Castle.

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

29	The registered person must ensure all staff including the person in charge receive regular formal supervision to discuss their welfare, professional development, safeguarding and practice. The registered person must ensure these discussions are formalised and recorded to evidence they have been undertaken.	New

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)
Ensure details of children's allergies are clearly displayed so staff have an awareness at all times.
Ensure that the outdoor area is regularly maintained.

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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