Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Pentreuchaf

Ysgol Gynradd Pentreuchaf
Pentreuchaf
Pwllheli
LL53 8DZ

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

04/03/2025

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About Cylch Meithrin Pentreuchaf

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Pentreuchaf
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	This is the first inspection since re-registration.
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	**Adequate**

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

Summary

Children are confident communicators as their wants, moods and needs are considered. They cope well with separation from their parents / carers because consistent daily transitions recognise and support children's individual needs. Interactions between children and staff are consistently good. Children are active and express enthusiasm and enjoyment in their play and learning experiences. They have a sense of belonging, forming relationships and are familiar with the daily routines. Children have good opportunities to follow their interests and direct their play well. They are developing their independence skills appropriately.

Staff have a good understanding of their role and responsibilities to keep children safe and healthy. They have a warm and caring approach to care giving and have created a homely environment. Staff organise interesting play and learning experiences for children.

Leaders ensure the environment is welcoming and clean. They make sure toys, resources and furniture are of good quality and appropriate for the age of children. Leaders ensure the outdoor area is well maintained and provides children with a variety of resources to develop their natural curiosity and physical skills.

Leaders are hardworking and committed to create better outcomes for children. They have built positive partnerships with parents / carers. Overall leaders manage the setting appropriately. However, improvements are required to meet regulations and standards.

Well-being — Good

Children are confident communicators and express themselves well. They enjoy talking about and showing what they like to play with. Children say they enjoy colouring in and running. A child proudly showed their superhero drink bottle and spoke about the pictures. Children spoke excitedly about the pancakes they had for their breakfast, and this led to a lively conversation with staff. They enjoy talking about the outdoor playhouse showing how they sit on cushions which look like logs. Children explore their indoor and outdoor play areas with interest and have fun following their own interests.

Children settle quickly as they are greeted in a friendly way by staff. They are familiar with the daily routines and show how they wash and dry their hands. They prepare for outdoor play well putting on their coats and hats. Children approach staff with ease to make their requests for more resources or for a cuddle when needing reassurance and comfort.

Children interact positively with their friends and those caring for them. They enjoy the social occasion of mealtimes and sit at the table maturely practicing good manners. Children are learning to take turns, share and co-operate well. For example, they take turns to use the containers in the sand tray to practice their filling and pouring skills, they share the variety of craft resources and co-operate well to tidy up their toys. Children are learning about kindness, for example, a child said to their friend they would go and get their water bottle for them and both friends gave each other a big hug.

Children are active and curious learners; they are fully engaged in their play and learning experiences. For example, children listened well as they were given instructions on how to make pancakes. They carefully placed the ingredients into the bowl before mixing. Children enjoy circle time activities and sing with enthusiasm. They enjoy the variety of tabletop craft activities and consider the resources to use to make their daffodil. Children developed their imagination well in the home corner, for instance, they pretended to speak on the telephone to a family member while their friends cared for the baby dolls and presented a toy pizza for tea. During outdoor play children build on their creativity and innovation skills. They worked effectively as a team to construct an obstacle course out of re-cycled materials. Children supported one another to walk across the wooden planks and practiced jumping off crates and tyres to develop their balancing and physical skills well.

Children are developing their independence skills appropriately. They place their personal items on a peg and dispose of their food waste in the appropriate re-cycling bin after mealtimes. However, opportunities are missed during mealtimes for children to serve themselves to drinks. During snack time the helper for the day prepares the table and organises the plates carefully on the table. Children enjoy quiet time in the cosy area to read books. Children are doing most things for themselves with positive encouragement from staff.

Care and Development — Good

Staff understand their role and responsibilities in promoting healthy lifestyles and keeping children safe. They implement policies and procedures suitably. For example, staff encourage children to eat healthily, be active and play outdoors often in the fresh air. They encourage children to wash their hands, and this helps to develop their personal hygiene practice effectively. Staff create sociable opportunities for children at mealtimes and encourage healthy eating ensuring fresh drinking water is readily available. They have an appropriate understanding of safeguarding procedures and are confident in their responses. Staff have completed mandatory training suitable for the ages of children cared for. They conduct fire drills to make sure children know what to do if they have to leave the premises in the event of an emergency. Staff consistently record their own and children's daily hours of attendance. They record accidents and incidents and make sure these are signed by parents / carers to evidence they have been kept informed.

Staff know children well. They have a warm, friendly, caring approach. They praise children consistently for their efforts and celebrate their achievements. Staff are responsive to children's requests and interests. They have a good understanding of positive behaviour management strategies. They focus on the interests of the child, their individual needs and development. Staff provide sensitive support for all children; they implement effective strategies to ensure children settle and their play and learning experiences are positive.

Staff collaborate well to build children's confidence. They have a responsive approach to activity planning and organise interesting opportunities, which are led by the children's choices. The person in charge presented a sample of activity planning focusing on activities which relate to the seasons. For example, photographs showed children making snowflakes by painting on silver foil, playing a variety of instruments to celebrate Welsh music day, making a snake to celebrate Chinese New Year and a variety of artwork to celebrate Santes Dwynwen. Staff are at the early stages of embedding a system to track children's progress to help them draw on these observations to create further meaningful play and learning experiences for children. The person in charge explained they will use this information in future to plan for the next steps in each child's development and review progress regularly.

Staff provide children with varied and valuable opportunities to learn about the world around them. For example, staff showed photographs of children celebrating festivals by participating in a variety of related craft, music and storytelling activities. They speak Welsh with children throughout the session to help them develop their understanding and use of the language.

Environment — Good

Leaders provide a safe and clean environment where children can play independently. The environment is secure and well maintained both indoors and outdoors. Leaders ensure the environment meets children's needs and enables them to reach their full potential.

Leaders make sure risk assessments appropriately identify potential hazards and implement procedures to manage these risks. However, the most recent review date is not always included. They implement good cleaning routines, which help to minimise any risks to children's health and safety. Leaders make sure everyone understands their responsibilities in relation to the safety and welfare of children. They ensure clear information is available to everyone about how emergencies are dealt with. Leaders make sure staff supervise children well throughout their play and learning experiences.

Leaders make sure the layout of the play area promotes children's independence, successfully enabling them to access toys and resources with ease. There is a good selection of recycled and natural resources to develop children's sensory, language, numeracy and self-awareness skills. Cosy corners enable children to rest and have some quiet time. There are ample toys, resources and furniture suitable for the ages cared for. Leaders provide resources to promote children's awareness about the world around them. For example, there are dolls, small world figurines showing people from wider cultures and colourful tabletop displays celebrating Welsh heritage. Leaders have organised a designated area for children to store their personal items and this creates a sense of belonging. Leaders make sure staff present children's artwork attractively and this shows children their efforts are valued. There is a good variety of books on offer, and these are displayed nicely to invite children to read them.

Leaders ensure the outdoor play area is well organised with a variety of apparatus, resources and equipment to develop children's physical, creative and imaginative skills. Leaders make sure children have some opportunities to learn about the natural world and have organised areas in order for them to plant and grow flowers to develop their nurturing skills.

Leadership and Management — Adequate

Leaders are hardworking and committed in driving improvements to create better outcomes for children. They have built a strong staff team who are dedicated in their role in caring for children. Overall, leaders manage the service appropriately. However, improvements are required to meet with regulations and standards.

Leaders have written a satisfactory statement of purpose with the required information for parents / carers to make an informed decision about the service. Policies and procedures are in place, but not all of these have been recently reviewed and updated to include reference to current Welsh legislation and guidance. For example, the medication policy was reviewed in September 2024 and does not contain current reference to the Welsh Government guidance for the administration, storage and record keeping of liquid paracetamol. Leaders are notifying Care Inspectorate Wales (CIW) of significant events or changes to the setting. They confirm they are working on the submission for the most recent assessment of service to CIW. Leaders have a good understanding of their role and responsibilities to actively promote the Welsh language and culture.

Leaders are in the process of gathering the views from those using the service to inform the next quality of care review report. They submitted their last report in March 2024, and this gives an evaluative account drawing on the comments received by those using the setting and professional agencies. Leaders highlight improvements made and what is being developed to fully measure the success of the service as part of these processes.

Leaders manage their staff team effectively. However, they have not gathered all the required information in the staff employment files to ascertain the person's suitability for their role in caring for children. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Leaders make sure the disclosure and barring checks (DBS) for staff and their mandatory training is up to date. Staff said they feel supported in their role and enjoy working at the setting. Staff spoken with said they have opportunities to discuss matters daily as part of a team and are able to approach managers with any issues relating to the setting or their own health and welfare. Leaders said they provide support for the team and for one another on a daily basis. However, formalised supervision and appraisal system for the responsible individual has not been embedded into practice. Leaders have not gathered all of the required information in the children's personal records to ensure their individual needs are met. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Leaders have developed positive partnerships with parents / carers. Parents / carers said they have a good relationship with staff, and they are friendly and welcoming. Parent / carer said staff organise a good variety of activities which their children enjoy, and staff communicate well to keep them updated about their child's development and progress. The

person in charge expressed they have good partnerships with the hosting primary school and local community. The person in charge showed photographs of children participating in activities outdoors going for walks and joining in with events and celebrations to raise children’s awareness about their local surroundings and better their social skills.

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
28	The responsible individual must ensure all of the required information has been gathered in the staff	New

	employment files to ascertain the persons suitability in their role for caring and safeguarding children.	
30	The responsible individual must ensure all of the required information has been gathered in the children's personal records to ensure staff have the information to meet their individual needs.	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)
Standard 7 - Opportunities for play and learning	Promote children's independence at mealtimes by organising opportunities for them to serve themselves to fresh drinking water.
Standard 1 - Information	Ensure all policies and procedures are regularly updated and include reference to current Welsh legislation and guidance.
Standard 13 (Day Care) - Suitable Person	Make sure all Leaders receive regular and formalised supervision and appraisal.

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)
Make sure when reviewing the risk assessments the most recent review date has been included.

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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