Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Cae Top

Ysgol Cae Top
Lôn y Bryn
Eithinog
Bangor
LL57 2GZ



Date Inspection Completed

02/03/2022

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About Cylch Meithrin Cae Top

Type of care provided	Full day care
Registered Provider	Cylch Meithrin Cae Top
Maximum number of registered places	74
Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	This is the first inspection since re-registration.
Is this a Flying Start service?	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	**No rating required**
Care and Development	**No rating required**
Environment	**No rating required**
Leadership and Management	**No rating required**

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

Summary

Children are happy and well-settled. They enjoy making choices about what they want to do. They have a strong sense of belonging, and form relationships, and are familiar with daily routines. Children are given opportunities to develop their independence skills enabling them to do some things for themselves successfully. Staff have a warm and friendly approach and they manage interactions in a positive way. Staff understand and implement policies and procedures to promote healthy lifestyles, physical activities, personal safety and wellbeing. They contribute to planning that shows progress in children's learning which effectively supports the individual needs of every child. People running the setting ensure the environment is safe and well maintained. They provide good resources to promote children's curiosity about their wider society, promoting equality, and learning about cultural awareness. Management is good with staff working together effectively. It's a homely and welcoming setting that eases the process of starting school. The setting operates through the medium of Welsh and the Welsh language 'Active Offer' is provided.

Well-being — No rating required

Children are active and express enthusiasm and enjoyment. They have a strong sense of belonging and have formed relationships with friends and staff, and are familiar with the daily routines.

Children are excellent communicators and are confident. They talk and express themselves well. They enter the setting and greet staff and their friends with a smile. We heard them enjoying a conversation with staff about the pancakes they had eaten at home. Children spoke to us about their favourite activities, who their friends are and some showed us their new shoes. They felt comfortable in asking for more milk during snack time and staff provided it to them in a timely manner.

Children are very familiar with the daily routines. For example, they showed us how to stand in a line to resemble a train before going into the hall to have their lunch. The children said, 'all aboard, choo-choo!' They approach the staff with ease to seek comfort when talking to them about their families. A child told staff they did not like their pudding. The child felt appreciated as someone was listening to them and provided them with another option.

Children interact positively with their friends and with those caring for them. They enjoy the social occasion of meal times and have good manners. They are learning to share and take turns. For example, when friends were playing shop, they took turns to use the till. We saw children being kind to each other, holding hands as they walked across the yard and cuddling each other.

Children are enthusiastic about their play and learning. They enjoy being imaginative in the home corner, using props to create a scene. We saw a child fully engaged in their role play as they made toast in a toaster and poured the kettle to make tea. Children enjoy asking and answering questions during story time and enjoy repeating the new Welsh words they have learnt. They enjoy the opportunities to play and learn and make decisions and choices about their activities. Children enjoy completing jigsaws, playing with a magnet game and chatting with each other and with staff. They are active outdoors and practice developing their physical skills well. We saw children laughing as they pedalled quickly on their bikes and practised their balancing skills when walking on blocks.

Children have good opportunities to develop, learn and nurture their independence skills enabling them to follow their interests and do things for themselves. They enjoy helping staff prepare for snack time. Children use their knives carefully when cutting fruit and place the fruit pieces in individual bowls. They showed us how they wash their hands and put the paper towel in the bin. During lunchtime, children practiced using their cutlery well. They are learning to do things for themselves with positive encouragement from staff

Care and Development — No rating required

Staff are enthusiastic and respond to children's requirements well. They have nurtured a lovely relationship with them. They praise children constantly for their efforts and celebrate their achievements. Staff promote healthy lifestyles and encourage children to eat healthily and be active by playing outdoors.

Staff understand their role and responsibilities to keep children safe and healthy. Staff have an appropriate understanding of safeguarding procedures and implement these policies accordingly. Staff record children's attendance and who is caring for them in a correct and orderly manner. They have the appropriate First Aid training for the ages of the children in their care. Staff are expecting to update their safeguarding training. Fire drills are conducted with the school at appropriate times but staff do not always keep detailed records to help them improve these practices. Nappy changing procedures are in line with current infection control guidance.

Staff encourage children to wash their hands and this helps to develop their personal hygiene practice in a positive way. They complete accident and incident records and these are signed by parents to evidence they are kept informed, but not all of these have been dated. Staff promote healthy practices, for example, they provide water and milk for children to drink. They organise good outdoor play activities, encouraging children to play in the fresh air in order to develop their physical skills.

Staff organise activities effectively and help children to develop their play and learning in a positive way. They support children to develop their thinking skills. For example, when a child was building a tower, a member of staff asked the child questions about height, size and length and this led to a lively conversation.

Staff encourage children to take part in a variety of activities to raise their awareness about the area in which they live and other cultures. The person in charge led an interesting storytelling session about a child who lives in Africa and children were invited to ask many questions which were answered successfully.

Staff are excellent at recognising and helping children with additional needs. They make appropriate use of support services. They track the children's progress and development effectively. Staff ensure that consideration is given to the children's preferences and interests in order to meet their individual needs.

Environment — No rating required

The people running the setting provide a secure and clean environment where children can play and learn successfully. They complete risk assessments appropriately, identifying the potential hazards to children and what measures are in place to manage these risks.

Since the outbreak of COVID-19, they have increased the cleaning routines and follow the current guidance. The people running the setting ensure clear information on how to deal with emergencies is available to all. They ensure staff supervise children well.

The layout of the play room promotes children's independence, enabling them to move around freely and make their own choices to pursue their own interests. There is a wide range of toys and resources for the ages cared for, and children have access to appropriately sized furniture.

Areas of learning are well organised and there is a good selection of natural resources to develop children's sensory, language, numeracy and self-awareness skills. Toys and resources are suitable and accessible to children; this helps them to make decisions about what they want to play with.

There are some multicultural resources to raise the children's awareness of their wider society. They use recycled materials and household materials effectively to decorate the home corner and use role play to help develop the children's imagination.

The people running the setting have developed the outdoor play area to provide more opportunities for children to play in the fresh air. This area is attractively organised with a range of equipment for children to choose from and develop their physical skills in a positive manner.

Leadership and Management — No rating required

The people who run Cylch Meithrin Cae Top ensure children have good wellbeing outcomes. They have good knowledge of their regulatory responsibilities but some areas need to be developed.

The people running the setting have written a statement of purpose which provides parents with information about what the setting offers. Policies, procedures and risk assessments are in place but not all of these have been signed and the date of the most recent review had not been noted. They have completed a statement of service for assessment. The people running the setting have an excellent understanding of their responsibilities to promote the Welsh language. They fully meet the obligations of the Active Offer of the Welsh language.

The report reviewing the quality of care is full of information and highlights improvements made as well as the responsible individual's vision for the setting's future. Comments from parents and children have been collected and included in the report to show what the setting does well and what improvements could be made in the future.

The majority of people running the setting or work for the setting have up-to-date disclosure and barring services checks and the relevant training. The people running the setting have not ensured parents have completed all of the required information in their child's record to ensure staff can meet all of their individual needs. The people running the setting confirm staff receive regular and informal supervision sessions. However, these discussions are not recorded. Regular appraisals are recorded. The staff files examined contained the required information.

The people running the setting engage well with their community and the primary school. We spoke with a carer who was very happy with the care provided and told us they were able to discuss any issues with staff. Photographs of children show them enjoying their play time and familiarising themselves with their local environment in order to improve their social skills.

Recommendations to meet the National Minimum Standards

Manually add R1, R2 etc. and the wording required. These are not regulations, but national minimum standards.

R1: Carry out fire drills more regularly and ensure the record of every fire drill is accurate to make sure that continuous improvements can be made.

R2: Sign and record the date of the most recent review when reviewing policies, procedures and risk assessments.

R3: Formalise one-to-one supervision meetings with staff to review their performance and their training needs.

Summary of Non-compliance	
Status	**What each means**
New	This non-compliance was identified at the inspection.
Reviewed	Compliance was reviewed at this inspection but 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 but 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 act by the target date, we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at the 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.

Areas for Improvement		
Regulation	Summary	Status
20	The responsible individual is non-compliant with Regulation 20 (4) (a). This is because the responsible individual has not ensured that every	New

	member of staff has had an enhanced criminal records check.	
30	The responsible individual is non-compliant with Regulation 30 (1). This is because they have not ensured that parents have completed all of the required information about their child.	New

Ratings	What each rating means
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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