Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Meini Bach (Bon-y-Maen)

Ysgol Gymraeg Y Cwm
Jersey Road Bonymaen
Abertawe
SA1 7DL

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

05/06/2024

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About Cylch Meithrin Meini Bach (Bon-y-Maen)

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Ti a Fi a Cylch Meithrin Meini Bach
Registered places	16
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	This is a post registration inspection.
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	**Adequate**
Environment	**Adequate**
Leadership and Management	**Adequate**

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

Summary

Children thoroughly enjoy their time at the setting. They are supported in their choices and receive consistent interactions from staff. Children play co-operatively and have developed good relationships with the adults around them. They take part in a range of activities and have some opportunities to develop their independence skills enabling them to do some things for themselves.

Staff work effectively to implement most of the setting's policies and procedures. They understand their responsibilities and roles for keeping children safe. However, policies and procedures relating to nappy changing are not always followed. Staff have a positive and caring relationship with the children in their care.

People who run the setting ensure that the environment is safe and secure. They provide good indoor play space and ensure that children can access the outdoor environment regularly. Children have access to resources, toys, and equipment suitable for the age and stage of development. However, the environment has yet to be fully developed to meet the children's needs and interests.

People who run the setting have a developing vision for Cylch Meithrin Meini Bach. They have appropriate processes in place to review, and update documents and policies when needed. They ensure that staff are suitable to work with children and offer regular training. However, there are occasions where there are insufficient staff to carry out all duties efficiently and safely. People who run the setting keep parents suitably informed.

Well-being — Good

Children are confident communicators as their wants, moods and needs are considered. They have good opportunities to make choices and decisions. For example, they are able to decide whether they want to play indoors or outdoors. Children's opinions and interests are taken into account, and they can explore their environment freely and are confident to move about and play as they wish.

Children feel safe, happy, and valued at the setting. The morning routine is consistent and positive meaning nearly all children cope well with separation. For example, very few children wanted to sit on the carpet before playing, this was respected, and they were given the time and attention until they were ready to join the others. Children express empathy and are sensitive to the needs of others. They imitate the calmness of the adults who care for them and show kindness towards each other. Children happily approach adults to share their likes and dislikes and have a sense of belonging within the setting.

Interactions between children and adults are consistently good, children co-operate well and are actively engaged. Nearly all children play alongside each other, sharing and taking turns. For example, two children played toy cars together, they took turns to push their cars along the track and encouraged each other to the finish line. There are good bonds of affection between children and staff where children go to staff for attention and reassurance throughout their time at the setting.

Children are engaged in their play and learning. They enjoy a reasonable selection of appropriate opportunities indoors and outdoors and can also relax and have quiet time. They take part in activities resulting in a good feeling of achievement and high self-esteem. For example, they enjoy singing along with the staff and show delight as they remember the actions to the songs. Children develop concentration and many spend extended periods involved in the activities. For example, one child persevered with dressing the dolls, and when a friend joined in, they happily shared the clothes and helped each other when needed.

Children are fully immersed in the Welsh language. They consistently hear the language and non-Welsh speaking children understand and sometimes attempt to answer in Welsh. The promotion of the Welsh language is a real strength of the setting. Children have some opportunities to develop their independence skills enabling them to do things for themselves and are familiar with routines. However, there are several missed opportunities where children could be carrying out routine tasks themselves.

Care and Development — Adequate

Staff implement the setting's policies and procedures effectively overall. However, they do not implement effective cleaning and good hygiene practices. For example, staff do not wear PPE as stated in their policy, when nappy changing or when serving snacks. Staff do not follow correct handwashing protocols and do not provide separate hand towels for the children to prevent cross contamination. Staff ensure they always maintain correct staff to child ratios. However, at certain times of the week this can result in groups of children having to go to the toilet together which has an impact on the children's privacy and dignity. Staff support and encourage children to get fresh air and provide healthy snack choices. Appropriate incident and accident recording systems are in place, details and signatures of parents. First aid training is current and suitable for the ages of children cared for. The safeguarding policy meets requirements, all staff have completed training and are confident when asked about potential safeguarding scenarios.

Staff communicate effectively with children and create a calm and relaxed atmosphere. They are responsive and affectionate with children and reassure them when needed. For example, when a child's milk fell over during snack time and they became upset, the staff immediately consoled the child, reassured them, and got them some more milk. Staff share a positive approach to managing children's behaviours and follow the setting's policy effectively. They have developed a successful range of strategies to promote positive behaviour. For example, using distraction and positive reinforcement techniques. They praise children for being kind or sharing resources and this has a beneficial impact on children's behaviour and self-esteem.

Staff support children well in their chosen play activities. We saw staff reading stories to both individual children and to small groups, playing alongside children modelling how to use resources and talking to children about their ideas. Staff recognise additional learning needs, and they consistently implement suggestions for support from outside agencies. They recently attended Curriculum for Wales' training to support planning for children's individual needs and interests and are enthusiastic to fully embed this into their practice. They currently complete observations on children's learning and development and there are progress records in place, which allow staff to plan for the next steps in children's learning. Staff have already started working on plans to further improve their assessment in line with current frameworks.

Environment — Adequate

People who run the setting have satisfactory measures and policies in place to ensure that the environment is safe and secure. For example, staff lock all external gates, and all visitors must sign in on arrival. People who run the setting complete satisfactory general and fire risk assessments, which are reviewed and acted upon. They carry out regular fire drills to ensure that staff and children know how to evacuate the premises in the event of an emergency and the record keeping of fire drills is currently under review. They ensure that safety checks are carried out on the premises and have copies of all safety check reports in place.

People who run the setting ensure the environment has good indoor play space for children to move freely. Children move confidently around the playroom, playing on the tiled floor, carpeted area, as well as tabletops. People who run the setting are aware of the challenges surrounding the location of the toilets and are continuously reviewing procedures to ensure that children can access them as quickly as possible when needed. Toys and resources are stored at low level to ensure children can access these independently.

People who run the setting ensure that many children can access a satisfactory variety of age-appropriate toys and equipment. People who run the setting ensure that furniture and equipment are suited to the age and stage of the children in their care. For example, there is a low level table with attached chairs that can be easily transported to the outdoors when needed. They have free flow access to the outdoors. However, both the equipment and resources available indoors and outdoors do not fully meet the children’s needs and interests. For example, many children try to climb furniture in the absence of an outdoor climbing frame. Indoors, some children play with dolls but do not have a role play area to fully embrace their play.

Leadership and Management — Adequate

People who run the setting are open, sincere and have a developing vision for the service. They have a purposeful statement of purpose which reflects the setting provided. People who run the setting keep all regulatory information about the children including contracts, personal details, and permissions securely. They have a wide range of policies in place, which are reviewed regularly. They are well organised in reviewing policies, certificates, information, and records. People who run the setting have a very good understanding of their responsibilities to promote the Welsh language and fulfil the obligations of the Welsh Language 'Active Offer.'

People who run the setting review the quality of care annually. They seek and implement the suggestions of children and their parents/carers. They produced a relevant quality of care report, looking at what they do well and where they would like to improve.

People who run the setting follow a safe recruitment process to safeguard children. They carry out pre-employment checks on staff members. People running the setting ensure they employ experienced and professional staff to work at the setting. The performance management process is satisfactory and encourages staff to attend a range of training, including all mandatory training. Evidence was seen of appropriate staff supervision and annual appraisals. People who run the setting deploy staff to ensure staffing ratios are always met. However, there are occasions when staff are working at their maximum capacity which impacts how effectively and safely they can carry out daily roles and responsibilities. People who run the setting agreed that extra support is required during specific sessions throughout the week. Staff told us that they felt supported by management.

People who run the setting ensure that communication and engagement systems with parents are good. They keep parents informed through daily verbal feedback and via their communication app. People who run the setting respond positively to information and advice given to support and improve the setting and children's identified needs. They have established positive links with the school in which the setting is based. This established and firm partnership supports transition experiences for the children. We spoke to parents on the day of the visit who were very happy with the setting and shared that their children are very happy too.

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

27	To ensure there are sufficient staff to carry out all relevant daily roles and responsibilities safely and effectively.	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 4 - Meeting individual needs	To increase the opportunities for children to develop their independence.
Standard 10 - Healthcare	To ensure all policies and hygiene procedures are followed.
Standard 4 - Meeting individual needs	To ensure children's privacy and dignity is respected at all times.
Standard 4 - Meeting individual needs	To enhance the indoor and outdoor environment in line with the children's needs and interests.

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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Date Published 16/07/2024