Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin a Ti-a-Fi Cwarter Bach

Brynamman Public Hall/cinema
Station Road
Upper Brynamman
Ammanford
SA18 1SF

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

26/09/2023

About Cylch Meithrin a Ti-a-Fi Cwarter Bach

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin a Ti-a-Fi Cwarter Bach
Registered places	17
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	This is a post registration inspection
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.

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Well-being	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

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

Summary

Children feel happy and have a strong voice. They have positive relationships with staff and interactions between children are good. Children enjoy their play and learning activities and have some opportunities to develop independence skills.

Staff keep children safe and healthy. They interact positively with children and give them continuous praise and encouragement. Staff promote children's play and learning by following their interests and preferences. They have a good understanding of child development and about procedures for identifying and supporting children with additional learning needs.

Leaders ensure the environment is safe, spacious and suitable for children. Risk assessments are robust, and procedures for the supervision of children is very good. Leaders provide indoor and outdoor resources for children which are of good quality and suitable for their ages and stages of development. However, they should ensure children have opportunities to access the outdoors every day.

Leaders have a good vision for the setting and are very organised. They have created an effective quality of care report. Leaders have good procedures in place to ensure staff recruitment checks are in place. Staff are well qualified and experienced in their roles. Partnerships with parents, carers and other outside agencies are good.

Well-being Good

Children are happy on their arrival at the cylch. They smile and run to play with the resources of their choice and preference. Children have good relationships with staff; they happily waved to staff as they went down the slide. Children are especially happy when they have achieved their goals and feel a good sense of achievement. A good example of this was when children climbed the ladder and came down the slide independently, where they smiled as they received a ‘high five’ from staff.

Children have a strong voice. They choose the resources and toys of their preference, such as small world action toys and dolls. Children are beginning to become aware of their feelings and express these to staff and peers during circle time. Children know their preferences are considered. They chose their preferred snack and selected what the vegetable picture they wanted to paint. Children’s needs are considered. For example, during circle time, children who were not ready to sit for a sustained period of time were respected to follow their own interests.

Interactions between children are good. Children play alongside each other choosing different characters and dolls. Overall, most children listen to instructions by staff to be careful on the slide and climbing area. They have good relationships with staff as they approach them for support. Children confidently and comfortably ask staff to help them dress dolls, and others discuss their feelings with staff during circle time.

Children enjoy their play and learning activities. They enjoy playing with the fire engine and were excited listening to the siren. When children played with the seesaw resource in small world play, they sang to themselves happily “*Si so, Jac y Do!*” Children laugh loudly when they use a piece of material to play ‘peek-a-boo’ with their friends. Children really enjoyed singing different songs in Welsh and responded well to the actions and movements to go with the words in the songs.

Children are learning to be independent. They have some good opportunities to develop independence. For example, they wash their hands before and after food, put jam on their own toast, pour their own milk, and attempt to wear and take off their own aprons. Many of the children know the colours in Welsh.

Care and Development — Good

Staff keep children safe and healthy. They encourage children to be active indoors and ensure they have opportunities to eat and drink healthily. Staff provide a nutritious selection of snacks for children. These include cereals, fruits, yoghurt, cheese, toast, with milk and/or water. Staff are aware of children's dietary needs and preferences and act on these appropriately. They ensure that all eating areas are sanitised, and children have washed their hands before eating. Policies and procedures for nappy changing are in place, and staff use gloves and aprons to assist children during toileting. Staff understand child protection and safeguarding procedures are robust. They confidently responded well to potential safeguarding scenarios if there were any child welfare concerns. All accidents incidents, pre-existing injuries and medication records are dated and signed. There are sufficient staff who have first aid certificates. All staff have a food hygiene certificate, and most have completed their safeguarding training.

Staff provide positive interactions with children. They praise children for listening to instructions and encourage them to take care of themselves and others. For example, when encouraging them to show care as they are coming down the slide. Staff show empathy towards children. They consistently check in with children about their feelings. All staff know the children well. They use distraction methods to minimise any conflicting situations where children want the same toys, by giving them alternative toys and resources. Staff give children a sense of achievement by giving them praise when they manage to do achieve their goals for the first time. They encourage children to be polite, careful and friendly at all times.

Staff promote children's play and learning by following their interests and preferences. They assess children's abilities and know their next steps and stages in their development. Activity planning is based on children's ideas, developmental needs and preferences. Staff enhance the acquisition of the Welsh language effectively. During circle time, they focus on colours, counting and recognising names of fruits and vegetables, animals and pictures from reading books and flash cards. Staff show a very good understanding about the additional learning needs framework and know how to access additional support for children if needed.

Environment — Good

Leaders ensure the environment is safe. They ensure all doors are locked and safety gates are secure. Visitors to the setting are asked to sign in and identification badges are checked. Risk assessments for all areas are robust and these are regularly updated and reviewed by leaders. Maintenance checks are up to date and there are no immediate risks to children's health/safety.

Leaders provide a spacious and interesting environment for children. There are low level tables which provide good opportunities for table-top activities and snack times. Indoors, there are two separate rooms accessible to children. One room provides opportunities for climbing and resources for play and learning. The other room is suitable for snack and messy play activities guided by staff. The outdoor play space is suitable with a good range of resources. However, this has not been in use for a time as the area is in need of weeding and cleaning. There are suitable toileting areas, hand basins with liquid soap and paper towels. These provide children the opportunities to become more independent, and privacy and dignity is considered. There are plenty of labels and displays of Welsh vocabulary including colours, months of the year, and displays of children's artwork which is a celebration of children's achievements.

Resources for children are suitable for their ages and stages of development. There are lots of good resources available for role play, small world play, construction and resources which enhance children's mathematical and language skills and some that enhance children's curiosity and creativity. Outdoor resources include opportunities for creativity and exploration with a mud kitchen, mark making, picnic area and gardening areas.

Leadership and Management — Good

Leaders have a good vision for the setting and are very organised. Registers are kept showing staff and children who are present for each session. During the inspection those running the setting have implemented a detailed signing in and out system for children attending the setting. Public liability insurance is valid, and they are members of the information commissioners' office. There is a statement of purpose which is compliant with regulations and meets National Minimum Standards. There are good arrangements in place to ensure that child protection and safeguarding is a priority. All policies and procedures are in place and regularly reviewed by leaders. Staffing ratios are met at all times and as a result, children's needs are fully met.

Leaders have created an effective quality of care report. They ensure staff, children and outside agencies' views and opinions are obtained. Leaders ensure that these opinions are implemented towards the improvements for the setting, which are highlighted in the report. They create goals for the future running of the setting and review these regularly.

Leaders have good procedures in place to ensure staff recruitment checks are in place. Disclosure and Barring Service (DBS) certificates are in place for staff and volunteers visiting the setting. Staff are well qualified and experienced in their roles and there are induction procedures in place for new staff. Those running the setting ensure staff training is prioritised. Regular supervisions and appraisals are conducted on all staff and leader in a timely manner.

Partnerships are good. Those running the setting have strong links with outside agencies to ensure they receive support for children, when needed. There are strong links with the community in the local area when celebrating Chinese festivals. They have visited the cinema and local community centre and there are suitable transition links to the local Welsh School. Parents are very happy with the setting. They feel that this is a brilliant childcare provider. They feel that their children are very happy and comfortable and are satisfied with the level of care and education that's provided at the cylch. One parent said that "*it's a bright and cheerful place and we are always greeted with a smile.*"

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

N/A	No non-compliance of this type was identified at this inspection	N/A

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	To provide daily opportunities for children to play outdoors and further develop children's independence skills through play

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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