Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Dolwerdd

Greenmeadow Primary School
Craig Road Greenmeadow
Cwmbran
NP44 5YY

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

04/05/2022

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About Cylch Meithrin Dolwerdd

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Dolwerdd
Registered places	16
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	Working Towards. The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.

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 are happy and settled within this small setting. They have close relationships with each other and staff, which helps them feel safe and valued. Children can make choices about how they spend their time, and they confidently explore the environment. Their independence skills are developing by participating in a variety of experiences.

Staff care for children in a warm and responsive manner. They are appropriately qualified and know the children they care for well. They offer fun activities for children in a relaxed way, whilst remaining professional. Some procedures need embedding within practice but overall, they keep children safe and promote their development.

People who run the service have created a secure and welcoming environment for children to play and explore. The environment is clean and equipped with well-maintained resources that are appropriate for the age and stage of development of the children. Risk assessments are in place but need reviewing and two other environmental matters were raised and promptly addressed.

Since registration, there have been several personnel changes and some new systems are in the process of being implemented or embedded. A new responsible individual is anticipated and the person in charge and nursery practitioner are both quite new in post. The incoming responsible individual delegated responsibility during the inspection to the person in charge, who engaged fully with the inspection process. Some documentation and procedures require review. Leaders are committed to improving practices for children's benefit. Parents we spoke with were complimentary of the care their children receive.

Well-being Good

Children can make choices and staff actively support this. They can choose their activities freely or join in with adult-led activities. Children are confident to speak and communicate their needs in their own way. Indoors, resources are easy for children to access, which ensures their play choices are met. Children have a voice. Their opinions feed into the activities offered and their likes and dislikes are listened to.

Children are happy and nearly all are well settled at the nursery. They have warm relationships with staff and readily approach them for guidance or comfort. Children form friendships at the setting in line with their age and stage of development. They play happily together or alongside each other. We saw children using their imagination to ‘go to the cinema’ together while staff subtly encouraged use of number and colours. Children are familiar with the setting routines, which makes them feel safe and secure.

Children interact positively with each other for their ages and stages of development. They are learning to share and take turns. For example, we saw children wait patiently for their turn with different coloured paints. Children are kind and thoughtful towards each other. While playing outside, a child ran inside to fetch a tissue for their friend who needed one. Children are familiar with the daily routines and know what to expect at the setting. They wash their hands before lunch, and enjoy a sociable lunchtime, chatting happily with their friends and staff.

Children enjoy their play and concentrate on activities for an appropriate amount of time. They can decide to play alone or with others. For example, we saw one child happily absorbed in independent play, building a shape with small blocks. Other children played ‘farms’ together. During outdoor play, children happily chose which musical instrument they wanted to use while singing enthusiastically with friends and staff.

Children have suitable opportunities to be independent. Some children access the toilet themselves, wash their own hands and they have recently started emptying their own food waste into a caddy. Many children can access resources from storage boxes, and they understand the routine of helping to tidy when activities change. We saw children being encouraged to open their own packed lunch, with staff offering support where needed.

Care and Development — Adequate

Generally, staff understand how to keep children safe and healthy. Staff we spoke with have some knowledge of the setting's safeguarding procedures. They told us that they would immediately report any child protection concerns to their manager, but they were not confident about reporting concerns independently of a manager. Staff told us that very few accidents/incidents have occurred since the setting opened; the four records we saw were appropriate and signed by parents. Due to the low number of issues to date, a system to evaluate accidents and incidents has not yet been established.

Staff ensure that children frequently wash their hands and staff are careful to sanitise their hands often, such as after wiping children's noses. Children bring their own packed lunches, and snacks provided at the setting are healthy and nutritious. Staff chat to children as they eat and ensure that mealtimes are a positive, social experience. Staff provide suitable opportunities for children to be active and get fresh air, with regular access to the outdoor play area.

Staff interact in a kind and caring manner with children. They are consistent in their approach and mindful of children's age and stage of development when managing behaviour. Staff use soft tones to distract children who are upset and praise children for their efforts appropriately. They provide comfort for children who are unsettled, and children readily approach staff for comfort. Staff act as positive role models to children and clearly enjoy their jobs.

Staff support children's imagination and learning appropriately; they play alongside them warmly, modelling appropriate social skills and language. Staff encourage children's curiosity, letting their interests lead the play and learning. When a child said the dolls needed to have their hair done, a member of staff naturally started playing 'hairdressers', with a small group of children. Similarly, children suggested games during outdoor play which staff were very happy to facilitate or join in. These activities created fun and laughter for all involved. Very basic written planning is in place, but the person in charge is in the process of developing a system for planning and observations. Staff know children well and understand their preferences; observations and development tracking for relevant children is in the process of being transferred to an improved system, which will need embedding. A key worker policy and system is not currently in place. We heard a consistent amount of basic conversational Welsh during the inspection.

Environment — Adequate

The setting is based within a school classroom. The environment is safe and secure for children. All visitors are asked to sign into the setting. Suitable risk assessments are in place, which now need reviewing. Daily safety checks of the areas used by children are undertaken but we noted that room temperatures were not being monitored and recorded. This has since been rectified. At the point of inspection, leaders were not ensuring that practice fire drills were completed. The person in charge told us that children and staff take part in school fire drills. However, practice evacuations are a regulatory requirement for this setting specifically. We have not taken any action on this occasion as the responsible individual promptly rectified this. Routine maintenance checks for the building and appliances are undertaken as required.

The environment is well maintained and provides a welcoming, compact, child friendly area. Children have enough space to play and learn within one base room. Children's toilets are easily accessible and clean. Children's artwork is displayed around the room and named coat pegs create a sense of belonging for children. There is an enclosed outdoor space, which children attending the school walk through at certain points throughout the day to enter and leave the school buildings. This does not impact on children's play. Most outdoor resources are taken in and out throughout the day as the setting does not have outdoor storage space. The person in charge told us that they would like to increase outdoor resources and arrange outdoor storage, if/when funds allow.

Resources are suitable for the age of the children and are of good quality. Children can access most items with ease, which supports their growing independence. Toys and equipment are cleaned regularly, and all staff are responsible for ensuring appropriate hygiene throughout the day. The setting has suitable furniture such as child sized tables, chairs and soft furnishings.

Leadership and Management — Adequate

Leadership and management at this setting is adequate, with some improvements required. There have been several personnel changes within a short period of time since registration. This includes a relatively new person in charge and a pending new responsible individual. We did not witness any obvious impact of this on children's care, but some systems and paperwork need strengthening or consolidation. There is a statement of purpose providing parents with important information about how the setting runs. There is no system currently to record concerns of a child protection nature or pre-existing injuries, although the person in charge told us that these templates have not yet been needed. There are several suitable policies and procedures in place, some of which need reviewing, as the last review date was unclear. There is a policy in place regarding children with additional needs, but the new Additional Learning Needs Code for Wales 2021 is not yet reflected. The person in charge has attended training on this new code.

Staff files contain some important information, although not all relevant documentation was available during the inspection. Leaders have since confirmed that all required information is now on file at the setting. All staff have current Disclosure and Barring Service checks in place. Some staff have up-to-date mandatory training, but some training needs renewal. Level one safeguarding training for a member of staff has expired, but this has since been rectified. The person in charge has completed basic safeguarding training but since taking on the role of person in charge, has not yet completed a more advanced level reflecting the level of responsibility. Both the person in charge and the permanent nursery practitioner have completed paediatric first aid training. Currently, only the person in charge has in-date food hygiene training, so oversees all food handling.

People who run the service have very recently undertaken an annual review of the service and subsequent report. The report identifies strengths, areas for development and reflects the views of parents and children. For example, children said they loved superheroes, so superheroes costumes were purchased.

It is difficult to accurately assess the effectiveness of management of staff and resources since registration, as new personnel/systems are in place. The person in charge has had supervision meetings with a committee member as part of her induction. The newest member of staff has not yet received formal supervision, although a date is planned for next half-term. All staff speak highly of support currently being received. Parents we spoke with were complimentary of the service provided and said they have peace of mind that their children are safe and happy when attending.

Recommendations to meet with the National Minimum Standards

R1. Ensure all staff attend safeguarding training relevant to their role within the setting and are clear about their individual responsibilities regarding child protection

R2. Implement a concerns form and pre-existing injuries form to record any relevant information

R3. Establish a system to monitor and evaluate accidents and incidents

R4. Implement a key working policy/system

R5. Review all risk assessments and all policies and procedures at least annually. This includes updating the policy regarding children with additional learning needs

R6. Embed a formal system to plan activities and monitor children's development

R7. Ensure that all required information is available for review onsite during inspection.

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

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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