Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Pwll Coch

Ysgol Gymraeg Pwll Coch
Lawrenny Avenue
Cardiff
CF11 8BR

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

27/02/2024

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About Cylch Meithrin Pwll Coch

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Pwll Coch
Registered places	34
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	This was 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.

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 happy, settled and have valuable and consistently good experiences at the setting. They make choices about activities they engage in and are free to move between all opportunities offered within setting. Children have warm relationships with staff and positively interact with them at all times. Children's social and independence skills are used well and are developing according to their ages.

Staff keep children safe and thoroughly implement the setting's policies and procedures successfully. All interactions between staff and children are warm and positive and staff skilfully support the needs of all the children. Staff plan and offer a beneficial and purposeful range of activities. These include consistently good activities led by the children's interests and suggestions.

The environment is welcoming and well organised. Hygiene and infection control procedures are consistently good throughout the setting. The indoor and outdoor environments are generally clean, safe, and suitable for the children. All relevant risk assessments are in place and effectively ensure that all possible risks indoors and outdoors are minimised. The setting has a beneficial range of good quality toys and resources for indoor and outdoor activities.

Leadership and management of the service is adequate at present. The staff are close and work well together. Parents speak highly of the setting, the opportunities, and the care their children receive.

Well-being — Good

Children arrive positively at the setting and cope well with separation. They are thoroughly comfortable in their surroundings and in the company of all staff and many children eagerly run excitedly into the setting. They have formed strong bonds with staff and each other, and this has a clear and effective impact on their well-being. Children each have a nominated key worker, but they are greeted by all members of staff. The care they receive is according to their individual needs when they arrive. For example, children run in to wash their hands to start activities. Other children needed some comforting and reassurance from staff before quickly settling into activities. Children understand that staff respond successfully to their needs and requirements. For example, children approached the nearest adult if they required any support or to discuss their favourite animals of the jungle.

Children have built worthwhile friendships with each other and work together co-operatively. For example, they started using building blocks to create a building, then this was changed into beds and pretending to sleep on them. They patiently wait their turn in all activities. For example, children sharing resources in the tuff tray and taking turns with the toys available. They also worked together when tidying up at the end of the free play session ready for snack time.

Children communicate successfully and confidently with staff and each other and show a positive interest in activities. Upon arrival most children run into the setting and immediately engage positively in the experiences available to them. Nearly all children show curiosity and explore a variety of valuable play opportunities. For example, children engage in free play activities, role play with the animal tuff tray and the dressing up. Children are aware of the moods and the feelings of others at the setting. Staff ensure these are taken into consideration, and children are encouraged to decide in which activities to participate based on their feelings. Laughter and screams of enjoyment are the norm within the setting. Children were excited to be called to the Numeracy and Literacy activities. During tidying up time, children were observed routinely clearing resources without much prompting.

Children develop their independence skills and aware of their daily routines such as toileting and washing hands. They can decide on which of the purposeful activities prepared they want to engage in. An example of this is when children decided to change the reading den into an actual den. At snack time, children are encouraged to choose which fruit they wish to eat and drink. Children are not offered the chance to serve themselves at present. Children are consulted to gather ideas for activities and their suggestions for planning are noted on appropriate planning documents. During staff observations, information is used for planning the next steps in the children's development.

Care and Development — Good

Staff purposefully implement the setting's policies and procedures ensuring children are safe and healthy. They receive regular safeguarding training and effectively understand the setting's safeguarding procedures. Staff record accidents and incidents and ensure they are signed by staff and parents. Due to the small number of accidents and incidents occurring, these are not analysed at present. Staff at present do not keep records of pre-existing injuries when children arrive at the setting as they currently haven't had any to record. All current members of staff hold paediatric first aid training, enabling them to deal with accidents appropriately. The setting has systems in place to securely store medicines and record the administration of medicines, including last dose administered. Staff encourage children to eat healthily, where fruit and milk are served at snack time. Children's dietary needs and any allergies are dealt with appropriately and safely. All information is updated to ensure staff are fully informed regarding children's individual needs. Staff wear Personal Protective Equipment (PPE) when preparing and serving food to the children. Children are encouraged to independently wash their hands before eating their snack and sanitise them after finishing.

Staff provide positive and warm relationships with children. The setting implements a key worker system and staff are caring and patient when talking to children. Examples of interactions included discussing children's work and where they wanted to glue the animals on their pictures. The atmosphere is relaxed, and children are comfortable. Staff effectively and positively support children's social behaviour indoors and outdoors. Children are quietly reminded about appropriate behaviour and respond positively. All staff use occurrences such as learning points for the children and as an opportunity to remind them of what is appropriate behaviour. Examples include asking 'are we supposed to be stood on a table?' and reminding to say 'please' and 'thank you.' Staff interactions during activities is consistently good and effective. They use positive comments during the numeracy session and when practicing their writing skills.

Staff promote children's play, learning and development, planning a range of consistently good activities. Examples include arts and crafts, a tray with various animals and role play. Children's input to the planning is noted in a beneficial planning document. Through regular staff observations during activities, children's development and achievements are recorded effectively. Information is then the basis for further planning and identifies children's developmental next steps. For example, some children were practicing letter formations while others were practicing writing their names. There are effective links with parents and outside agencies including the primary school on the same site. Most of the staff promote the Welsh language throughout the setting.

Environment — Good

The setting's environment is safe and secure and is accessed through the main school gates. The outdoor area is safely accessed to the side of the setting and is surrounded by appropriate fencing and screening. Visitors are granted access by staff through the main gate which is secure. Relevant risk assessments are in place and reviewed regularly. People who run the setting carry out daily checks of the indoor and outdoor area although they are not currently signed. They evidenced that all other regular maintenance and safety checks are completed within appropriate timescales. Examples include fire and smoke alarms, fire extinguishers and electrical testing. The toilet facilities are age appropriate, with appropriately situated sinks, which and the area meets children's privacy and dignity requirements. Cleanliness of the setting is consistently good, and it is cleaned on a daily basis. Staff were observed cleaning regularly during the day especially before and after snack time. During the inspection, cleaning materials were stored in an accessible area. The setting has provided evidence that this has been rectified since the inspection.

The premises are warm and provide a purposeful environment for children which is used successfully to promote learning and development. The open plan nature of the setting promotes children's curiosity and overall learning. Their independence of children is enhanced providing them free access to age-appropriate activities. Resources are stored at appropriate levels and children can access them and make choices independently. Children have access to building resources which includes building bricks, various building tools and a cement mixer, enhancing their imaginative and learning experiences. The outdoor area is sufficiently resourced and is accessed by an external ramp. Due to the location of door and a ramp, children cannot make independent choices of being indoors or outdoors. Outdoor resources include age-appropriate bikes, a slide, a shelter, and picnic tables. Children have free and independent access to the outdoor resources. All resources are appropriately and securely stored.

The setting provides a worthwhile range of age-appropriate toys and resources that keep children engaged. These resources include a water pit, books, a television, role playing resources and cushions. All furniture and equipment are age-appropriate and of good quality. All toys and play equipment are clean and well-maintained and were regularly cleaned during the day. There was a range of resources to promote cultural awareness, celebrations, and diversity within the setting.

Leadership and Management — Adequate

Leadership and management of the setting is adequate at present. People who run the setting are skilled and experienced and have a sound vision for the future running of the setting. They have positive expectations of staff and consistently support them to do their best. The statement of purpose provides parents with relevant information and an effective picture of how the setting runs. People who run the setting regularly review their policies and procedures and ensure staff implement them successfully. They are in the process of creating an Additional Learning Needs policy in line with the current legislation. They have appropriate record keeping systems in place including children's contracts, children's attendance, and staff files and not all staff were suitably qualified. Whilst no immediate action is required, this is an area for improvement, and we expect the provider to take action. People who run the setting have not ensured that robust recruitment processes are in place in relation to staff suitability checks. People who run the setting inform Care Inspectorate Wales (CIW) of events as set out in regulations, providing relevant information at the correct times.

People who run the setting have useful systems for the evaluation of the service. They regularly seek feedback from parents, staff, and children using consistently good questionnaires. Information is used effectively to review performance, identify priorities for improvement and to further improve opportunities for staff and children.

People who run the setting value their staff. There is a valuable and positive ethos of teamwork within the staff team, and they work together to ensure the best opportunities and outcomes for children. The staff are experienced and make sure children are safe. During the inspection, staff files we looked at were missing some important pieces of information to ensure staff are fully suitable to work with children. While no immediate action is required, these matters are an area for improvement, and we expect the people who run the setting to take appropriate action. People who run the setting conduct regular supervisions and appraisals and support staff in their professional and training requirements. Staff felt supported by management and feel they can confidently talk and discuss ideas and concerns with them.

Partnerships with parents and outside agencies are beneficial and support the work of the setting. Staff share regular daily updates with parents via an appropriate webform app. Information includes photographs of activities. Parents told us their children receive consistently good care and feel involved in the setting. Examples of comments included 'children love attending the Cylch,' 'we have a great bond with the staff' and 'would highly recommend to anyone.' The setting has a strong partnership with the local school situated on the same site.

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
28	The provider needs to ensure that they have full and satisfactory information or documentation available in relation to staff. The provider needs to ensure that a sufficient number of suitably qualified staff are available at all times.	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 8 - Nurture and well-being	Increase the opportunities for children to develop their independence, especially at snack times.
Standard 10 - Healthcare	Ensure that all staff have completed all the relevant training such as food hygiene.
Standard 4 - Meeting individual needs	Ensure that the setting has an up to date Additional Learning Needs Policy which is shared with parents

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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