Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Bro Teifi

Ysgol Bro Teifi
Horeb
Llandysul
SA44 4JL

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

15/03/2024

Welsh Government © Crown copyright 2024.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Cylch Meithrin Bro Teifi

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Bro Teifi
Registered places	50
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	This is the first inspection post registration
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	**Good**
Environment	**Good**
Leadership and Management	**Good**

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

Summary

Children are very happy, settled, and confident to share their views. They make friends with ease and interact well with one another. Children thoroughly enjoy the activities available to them and learn to become independent.

Staff are professional and motivated. They have a good understanding of how to keep children safe and healthy and implement the setting's policies and procedures effectively. Staff are patient, kind and caring. They support children's learning and development well, offering a purposeful range of activities led by children's interests and developmental needs.

The environment is clean, welcoming, and child friendly. Leaders ensure risk assessments are in place and regularly updated. The environment is well organised to stimulate and support children's play and learning. A good range of indoor and outdoor resources promote children's all-round development.

Leaders are motivated and dedicated to delivering high quality childcare. They provide lots of encouragement and support to staff. Required policies and records are in place. Parents speak highly of the setting and the care their children receive.

Well-being — Good

Children have good opportunities to make choices and decisions and have their voice heard. They freely decide what activities and resources they want to play with. For example, we saw children choose to engage in the home corner, complete Easter craft, and build towers using magnetic tiles. Children choose if they would like to rest or carry on playing, and if they want to play inside or outside, with their decision respected by staff.

Children arrive at the setting eager to see staff and their friends. They have warm and positive relationships with staff and know that staff will help and support them. Children know the daily routines well, which helps them feel settled and at ease in their surroundings. For example, they know to wash their hands before snack and mealtimes and enjoy daily circle time activities such as singing rhymes and counting.

Nearly all children enjoy their time at the setting. They interact with each other and adults, in line with their age and stage of development. We saw children share resources and cooperate with one another whilst playing outside rolling and catching the hula-hoops. Most children are active, engaged and play together well. Younger children are beginning to share and are developing their skills with support from adults. For example, children are reminded by staff to share and use kind hands with their friends. Children explore the environment and engage in mostly child led activities.

Children are interested in their play and learning. They access a range of opportunities within the setting and follow their own interests, seeking out resources and equipment. They engage in purposeful play, we saw children digging, mixing and stirring in the mud kitchen whilst others look after the dolls, displaying empathy and care while changing the doll's nappy. Children confidently explore the outside area and enjoy physical play while climbing and sliding down the slide.

Children are developing their independence skills suitably. They wash their hands and access the bathrooms independently, or with support if needed. At lunchtime, children competently eat themselves and support staff with tidying up. They are learning to take their coats off when returning from outside play and older children prepare themselves to attend school.

Care and Development — Good

Staff have a good understanding of how to keep children safe and implement policies and procedures effectively. They demonstrate a clear understanding of their safeguarding responsibilities and the action they need to take should they have a concern about a child. Staff accurately complete relevant records in relation to accidents and incidents. They conduct regular fire drill practices with children to ensure they know how to leave the building safely in the event of an emergency. Staff keep registers of attendance for themselves and children, and any visitors attending the setting. Information on individual allergies is up to date and displayed clearly in all rooms. Staff keep children safe and healthy and have effective procedures in place to promote a healthy lifestyle. Staff follow infection control procedures by washing hands after changing a nappy and before preparing food. They maintain a hygienic environment, regularly washing tables, cleaning cups/bottles and vacuuming floors. The snacks provided are nutritious and staff offer milk or water.

Staff are patient, caring and kind when interacting with children. They deal with any inappropriate behaviour quickly and calmly to avoid it escalating. For example, when a child began to take a toy off another child, a staff member quickly intervened and distracted them by offering them a different toy. Staff use praise appropriately to celebrate children's achievements, helping them to feel a sense of pride in what they are doing. They speak respectfully to each other and are good role models for children. Staff join in with children's play when it is appropriate to do so and talk regularly to extend their learning and make their experiences sociable.

Staff are beginning to implement a new system to monitor and plan for children's development and progress in line with the new Curriculum for Wales. They are developing a new system to plan stimulating activities and opportunities for children to learn through in the moment planning. They have also implemented a new system which enables key workers to conduct observations of the children, so they are aware of their interests and individual needs. Staff use this information to plan for children's next steps in development and track their progress, which is intended to be shared with parents during parents' evenings.

Environment — Good

Leaders provide an environment that is safe, clean and in great condition, which provides a comfortable place for children to relax, play and learn. The entrance to the setting is secure with all doors and gates kept locked. On arrival at the setting, we had to sign the visitor's book and show our identification. Emergency procedures, fire and good infection control measures are in place. Leaders ensure all essential building safety checks are up to date and complete daily checks of all areas. Risk assessments are in place and staff follow them. This ensures that staff know which areas are not entirely safe for the children, such as the kitchen area.

Leaders provide children with an indoor and outdoor environment that is spacious, child friendly, and light. The well-maintained environment provides children with a warm and welcoming atmosphere from the moment they arrive. There is a very large playroom which has the ability to be partitioned off into two rooms, which allows children to be grouped according to their age and stage of development or for parent and toddler groups. This provides the space children need to play and learn at their own pace. Indoor rooms have quiet corners and calm lighting, giving children the opportunity for rest and relaxation as well as stimulating play. Toilet and nappy changing facilities are clean and easily accessible.

Leaders provide a broad range of stimulating resources that allow children variety and choice. Furniture, toys, and equipment are of good quality and are developmentally appropriate to children. We saw a variety of resources such as blocks, vehicles, puzzles, jigsaws, books, dolls and magnetic tiles. Outside is a large and inviting space where children can explore and learn about the world around them and develop a range of skills. This includes a sand pit, slide, mud kitchen, wooden aeroplane, hula-hoops and stepping stones. Leaders provide resources for all ages and stages of development, which contribute to the children's all-round development. For example, through role play, construction play, sensory and creative activities. Leaders provide resources and learning opportunities to promote children's curiosity about the wider society, celebrating equality and cultural awareness.

Leadership and Management — Good

Leaders are enthusiastic and motivated to provide a high-quality service. There is a clear statement of purpose providing parents with information about how the setting runs. Leaders regularly review policies and procedures and ensure staff implement these well in practice. They have registered with the Information Commissioner's Office (ICO), and ensure they have appropriate public liability insurances. Leaders are knowledgeable about their regulatory responsibilities and operate above the National Minimum Standards for Regulated Childcare.

There are effective self-evaluation systems in place. They seek the views of children, parents, and other professionals. Within the review they reflect on what they do well and how they can improve. Leaders lead by example, providing a supportive and effective team working environment. There is a strong team ethos at the setting. Leaders prioritise staff well-being and value their team.

Staff files are very well organised, and evidence all relevant checks to ensure staff are suitable to work with children. Leaders ensure that all staff have current and up to date Disclosure and Barring Service (DBS) checks. Induction is complete. Leaders carry out regular staff supervisions and annual appraisals, which enable them to identify strengths and areas for development. Leaders deploy staff effectively ensuring they meet staffing ratios to deliver safe and effective care.

Leaders have established relationships with parents and carers. They have support from professionals, which enhances the provision for children and families attending the setting. They seek grant funding to develop the provision, which benefits those attending. Parents are kept informed of their children's day via social media pages, verbal discussions and email. In addition, leaders invite parents to attend various events such as a tractor run, Easter bonnet competition and raffle, summer fun day and a fashion show to raise money. They invite visitors such as the fire service into the setting to enhance children's learning experiences.

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)
	No NMS Recommendations were identified at this inspection

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Continue to embed the principles of the new Curriculum for Wales.

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published 30/04/2024