Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Tre Ficer

Ysgol Rhys Prichard
Block 4
Cilycwm Road
Llandovery
SA20 0DY

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

08/07/2024

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About Cylch Meithrin Tre Ficer

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Tre Ficer
Registered places	24
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	**Excellent**
Care and Development	**Excellent**
Environment	**Excellent**
Leadership and Management	**Excellent**

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

Summary

Children have a very strong voice and they are curious learners. They develop strong relationships and express their views openly, knowing they will be listened to. Children are extremely happy and make purposeful choices and decisions independently.

Staff understand policies and implement them consistently. They promote healthy lifestyles and the children's personal safety to successfully secure their well-being. Staff are knowledgeable, kind and caring and fully aware of children's individual development.

People who run the setting provide an environment which is spacious, clean and secure. There are a range of play spaces and plenty of resources and toys to encourage children to play and learn. They ensure children have access to a wide and exciting range of resources to foster their developmental skills and offer excellent opportunities to play and learn in a variety of indoor and outdoor spaces.

People who run the setting have an excellent vision and sense of purpose which sustains improvement and promotes good outcomes for children. They value staff and provide effective and regular support, ensuring they receive developmental opportunities and regular supervision. They challenge everyone to do their best and set high expectations. They have developed strong relationships across the community and especially with the primary school.

Well-being	**Excellent**

Children are happy and have a strong voice at this setting. They make purposeful choices and move around their environment confidently. For example, they can choose where to play, such as the role play area, outdoors on the bicycles or exploring in the nature area. Children enjoy making decisions as they take part in exciting and inspiring activities, such as watering the flowers and checking on their caterpillar cocoons. Some children express themselves clearly using words and phrases. They speak confidently and feel they are listened to by staff. Most children are confident decision makers. For example, at snack time, children choose their preferred drinks and fruit. Children who do not wish to take part in a planned activity or snack time, say so clearly, and happily continue with their chosen play activity.

Children are settled and cope well as they separate from their parents and carers. When they do feel unsure, staff support them effectively by providing gentle comfort and reassurance. Children form strong bonds with staff, which has a positive impact on their well-being and motivation. Children feel a sense of belonging and smile as they receive praise from staff for sharing and caring for others. For example, children were told *"well done for sharing and looking after each other"*. Children are familiar with their routines and enjoy knowing what is coming next. For example, lunch time in the school hall takes place after a second registration is completed on the carpet, the children recognise this routine and get excited to go on their short walk to the hall.

Children behave and interact very positively towards each other. Children enjoy talking to each other about what they are doing and the choices they are making. For example, children were asking each other what they wanted to play with and if they wanted to stay indoors or go outside. Children interact positively with staff at all times; they co-operate well and listen to their requests. For example, the children went straight to wash their hands when staff said it was snack time.

Children are curious learners. They are highly motivated and fully engaged in their play and learning, concentrating for extended periods of time. For example, some children played with the bicycles for a significant amount of time, following the road markings and waiting for others to cross the road. They thoroughly enjoy the wide range of real-life opportunities and experiences, exploring the resources and using their imagination. Children are self-motivated to lead their own play and take part in activities they choose. For example, a few children sat and listened to a story for a short while, before deciding to go and play elsewhere, whilst others sat through the whole story, fully engrossed and actively involved.

Children have excellent opportunities to develop their independence skills. They enjoy choosing their preferred fruit during snack, pouring their own drink, clearing the table when finished and washing their hands and face. Children also enjoy the independence and social experience of brushing their own teeth successfully.

Care and Development — Excellent

Staff are experienced and knowledgeable. They understand the setting's policies and procedures, implementing these consistently. Staff prioritise safeguarding and have a clear

understanding of their responsibilities to protect children. They know how to raise concerns and confidently explain the setting's procedures. Staff promote healthy lifestyles, physical activities, and children's personal well-being. They manage risks effectively and keep children safe. They carry out robust hygiene practices and follow a rota in terms of cleaning responsibilities which are recorded daily. Staff wear appropriate aprons and gloves during snack preparation and ensure that the snacks served are varied, healthy and nutritious. They know the children very well and are aware of their individual needs. They are familiar with their responsibilities to safeguard children with allergies and intolerances, and we saw clear and informative posters in the kitchen and eating area which support safe practices. Staff are knowledgeable regarding their responsibilities to support children with additional learning needs and are confident when seeking support of external agencies with the consent of parents. They follow clear procedures regarding medication, accidents, and incidents correctly.

Staff create extremely positive relationships with the children. They interact with them in a warm and caring manner. Staff frequently offer praise and encouragement and they are excellent role models to the children, prompting the use of manners when appropriate. Staff fully understand the behaviour management policy and consistently implement positive behaviour management strategies and distraction techniques successfully. For example, they ask the children open ended questions, redirect conversations and introduce different activities to distract them. Staff are consistently responsive and genuinely respect and listen to the children's views. They validate children's feelings and allow children to express themselves in their own time. Staff speak softly to the children and use positive reinforcement regularly.

Staff are knowledgeable, and have an excellent understanding of children's needs, interests and how this affects their learning experiences. They work well together to build the children's confidence and resilience and provide interesting opportunities, which are led by the child's choices and decisions. Staff fully immerse the children in the Welsh language. All staff recently attended specialised training in teaching key sentence patterns in Welsh. They described the session as inspirational and have observed the impact it has had on the children's incidental use of Welsh. They provide children with varied and valuable opportunities to learn about the world around them through celebrating different cultures and festivals. For example, they enjoy craft activities for Dydd Santes Dwynwen and stories and hand painting for Diwali.

Environment	**Excellent**

People who run the setting offer a clean, welcoming and safe environment. The premises, which is located on the grounds of the local primary school, offers an excellent level of security. The setting is locked at all times, giving children the freedom to move independently around their indoor areas and sections, as well as the outdoor areas. There are purposeful risk assessments in place, including fire risk assessments. People who run the setting regularly review procedures and they ensure that provision and resources are available. There is an effective system in place with regard to fire drill logs and fire safety testing records. People who run the setting ensure that the ratio of staff to children is correct and staff supervise children very well. They are aware of the size of the environment and how staff must maintain high levels of vigilance when covering all indoor and outdoor spaces. They keep accurate documentation including a visitors' book, rotas, children's register and staff sign-in records, which contribute towards the children's safety.

People who run the setting ensure they use the space effectively, both indoors and outdoors. The layout is well thought out and provides excellent learning spaces for children to explore as well as areas to rest or have quiet time. They ensure children have the freedom to safely explore the indoor and outdoor environment when they choose. People who run the setting ensure the environment meets children’s needs and enables them to be creative and explore confidently and independently. Outdoors, they have worked hard to provide a safe space which offers many stimulating areas and opportunities. For example, surfaces have interesting markings which enhance the children’s play and they have small ramps for children to develop their physical and problem-solving skills. We saw a flower garden, a tepee, a large mud kitchen and sand pit, along with a variety of other quality equipment and resources.

People who run the setting provide an excellent range of age-appropriate furniture and resources to stimulate the children's curiosity. For example, we saw child size tables and chairs and children’s kitchen units that are full of real life objects for children to engage in role play activities. They provide a wide variety of quality natural resources such as loose parts for imaginative play and we saw a range of books which were accessible to the children. People who run the setting provide an excellent range of small world play toys, exploratory and problem solving resources, along with creative, language and sensory resources. They ensure they are all accessible to the children so they can transport them from one area of learning to another.

Leadership and Management — Excellent

People who run the setting have an innovative vision that they communicate successfully to their staff, creating a very positive ethos. They are passionate and enthusiastic about the

opportunities they offer children and their established partnerships with professionals and parents. People who run the setting have comprehensive policies and procedures in place. The statement of purpose was amended during the course of the inspection to fully reflect the responsibilities of individuals within the organisation. They are extremely knowledgeable about their regulatory responsibilities and are organised in reviewing policies, certificates, information, and records regularly. People who run the setting ensure that all records are stored confidentially and that reviews are carried out in a timely manner. They keep staff files and registers up to date and correct. People who run the setting ensure that children's records include parental contracts and permissions.

People who run the setting complete an annual quality of care review, showing evidence of how they respond to feedback. They have effective arrangements in place for identifying strengths and areas for improvement. They work closely with advisory teams in creating a detailed action plan for the setting. People who run the setting distribute questionnaires and listen to the opinions and views of those who use the setting. As a result, they work continuously to develop the service they provide the children and their families.

People who run the setting follow robust recruitment procedures to safeguard children. They have systems in place to update checks in a timely manner. People who run the setting are enthusiastic and extremely motivated. They set high expectations and inspire and lead staff effectively, supporting them and providing further development opportunities. Regular meaningful supervisions and yearly appraisals are integral to their practice and drive improvement. Staff said they are very happy working at the setting and feel well supported by management. People who run the setting deploy staff effectively to ensure they meet, and sometimes exceed staffing ratios, and as a result fully meet children's needs.

People who run the setting have excellent partnerships. They ensure communication systems with parents and carers are inclusive, and they keep them well informed. People who run the setting have very strong links with a wide range of professionals, the community and other stakeholders. They participate in community events, invite in local guest speakers and provide the children with quality outings, visits and experiences throughout the year. For example, they participate in weekly fitness sessions run by a specialist organisation, they welcome the local vet to speak to the children and visit forest school and farm settings often. They have excellent links with the local authority and other agencies which promote positive outcomes for children.

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

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 23/08/2024