Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Beddau ar safle Castellau

Ysgol Gynradd Gymraeg Castellau
Castellau Road Beddau
Pontypridd
CF38 2AA

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

16/12/2022

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About Cylch Meithrin Beddau ar safle Castellau

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Cylch Meithrin Beddau
Registered places	30
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	This is the first inspection since registration
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children are relaxed and happy at this setting. Their needs are met, and they have regular opportunities for their voices to be heard. Children are very engaged in a variety of interesting play activities.

Staff have a good understanding of their responsibilities to keep children safe. They interact with children with genuine warmth and kindness. Staff provide a good range of age-appropriate play and learning opportunities. They are developing their understanding and implementation of the Curriculum for Wales. There are some inconsistencies in the quality of staff interactions with children.

The environment is developing. There have been improvements to the outdoor area, and the people who run the setting have identified further improvements. However, not all areas of the setting are well-maintained and decorated.

The leadership and management of the setting is adequate. The people who run the setting provide sufficient information to parents, who are very satisfied with the care provided. They provide good support to staff and encourage them to attend regular training. However, we have made several recommendations in relation to the leadership and management of the setting.

Well-being — Good

Children have good voice at this setting. Children make choices regularly about their play and learning. For example, they choose which activities they want to do and whether they want to play indoors or outdoors. The free flow provision allows them to make these choices. Older children have good opportunities to contribute their ideas. For example, they are given an opportunity to express their opinions on how to develop and use the outdoor area. Children express which craft activities they wish to do and are able to decide when they use the balance bikes.

Children enjoy attending the setting and have a strong sense of belonging. Nearly all children have good bonds of affection with other children and with staff. They have settled well and play alongside each other happily. Many children are beginning to form friendships within the group and thoroughly enjoy playing together. For example, at snack time, nearly all children enthusiastically interact with each other and with staff.

Children co-operate well with others. Most children are full of excitement and talk enthusiastically with practitioners about their adventures. Older children work well together to manage their own risks. For example, they co-operate extremely well as they carefully prepare the mud slide in the outdoor area and assess their own risks effectively. On occasions, a minority of children find it difficult to engage with others in large group situations, such as during circle time.

Children are becoming independent in line with their age and stage of development. They are confident when handling equipment. Many children put their own coats and wellingtons on independently with minimal support and they put their helmets on independently before riding the balance bikes. Children especially enjoy developing their independence in the outdoor areas. For example, when climbing the frame or creating mud slides. Children eat their packed lunches independently.

Care and Development — Good

Staff have a good understanding of their role to keep children safe. They understand their roles and responsibilities very well and implement the setting's policies and procedures effectively to keep children safe. Staff have a good understanding of their responsibilities should they have a child-protection concern. All staff attend training in safeguarding and paediatric first aid. They keep appropriate records in relation to accidents. Staff ensure children eat their own packed lunches, which include healthy and nutritious snacks and a drink.

Staff have developed good bonds with children. They know the children well and sensitively support them. In the main, staff use positive behaviour effectively and strive to ensure children are engaging in a courteous and polite way. Staff explore children's motivations and interests to develop a deeper understanding of the needs of every child, incorporating the voice of the child in planning. They take a child-centred approach, working collaboratively with families and other partners involved in the child's life. As a result, children are becoming more engaged, more capable and more independent.

Many staff are committed to providing opportunities for children to use and develop the Welsh language. They make good use of each other's skills by drawing on Welsh-speakers' knowledge to support them to use the language. They are aware of children's language needs and Welsh-speaking staff ensure children from Welsh-speaking backgrounds can converse bilingually. However, the staff team do not always use Welsh consistently.

Staff observe children regularly and use observations to aid the next steps in children's play and learning. The Curriculum for Wales is currently in its the early days of implementation and the people who run the setting are committed to seeking ongoing training and support to continue to develop this. Staff provide opportunities to develop children's language and numeracy skills, however, the planning does not take into account all ages and abilities.

Staff are developing their skills and knowledge to implement the Curriculum for Wales. Many staff support children's learning and play well by using open questioning and seizing opportunities to make links with previous learning or experiences. For example, a member of staff sensitively supported a child in choosing the missing items through providing subtle clues to aid their decision making. However, this is not consistent amongst staff, and some staff do not effectively extend children's thinking. Staff encourage children to use the natural environment and provide great opportunities to develop creatively and physically in the outdoor area.

Environment — Adequate

People who run the setting ensure the environment is safe and clean and, as a result, promote children's safety and well-being. They ensure the environment is adequately maintained and is cleaned daily. The temperature is suitably maintained for the provision of care.

People who run the setting ensure the environment is secure and have good arrangements for welcoming visitors to the building and follow effective safeguarding procedures when children arrive and leave the site. The setting is based in a school, which has its own secure side entrance. There are basic risk assessments in place, which identify many control measures to reduce risks, which we saw in practice at our visit. However, risk assessments are not reviewed and updated regularly.

People who run the setting liaise with school personnel to ensure they have copies of records for the regular maintenance checks. However, they are currently limited in their management of the room and its layout. There are effective procedures in place to minimise the risk of fire. Fire drills are conducted regularly and at various times of the day and records are kept.

The environment is spacious and provides children with suitable spaces to play, learn and relax. Children have access to a suitable range of toys and equipment, although indoor resources are not always suitable for the younger children. People who run the setting create a child-centred and friendly atmosphere, which promotes children's sense of belonging. The areas for learning provide a variety of opportunities for children. For example, it includes an airport terminal and role play area. However, opportunities for children to develop their literacy and numeracy skills independently are limited. The outdoor area has been developed and provides many good opportunities to aid children's physical development and develops children's imagination.

The environment allows children to move freely between all areas. Some activities are brought to the setting form another setting daily to give children a varied range of activities. However, people who run the setting are restricted in their use of the room as the school use the room as a classroom in the morning. Staff provide plenty of craft resources including junk and recycled materials to provide the opportunity for children to develop their imaginative play. These resources facilitate the play and learning opportunities. Children's work is celebrated on the wall displays.

Leadership and Management — Adequate

Leadership and management at the setting is developing. People who run the setting provide a comprehensive statement of purpose, which reflects the service provided. They implement a range of policies and procedures, which are compliant with regulations and national minimum standards. However, they are not always updated in a timely manner. People who run the setting ensure staff adhere to the policies.

People who run the setting are organised and are familiar with most regulatory matters. They have notified CIW of staff changes during the inspection. Registers are kept although they are not always recorded in the most effective manner. In the main, there are safe recruitment processes in place and a suitable system to ensure that Disclosure and Barring Service (DBS) checks are updated regularly. People who run the setting ensure that staff receive regular appraisal and supervision. They successfully encourage good team working through daily communication, regular team meetings and messaging. Staff meetings take place regularly and records clearly show what is discussed or any resulting actions. People who run the setting also confirmed that suitable induction takes place when a member of staff begins work at the setting and records reflect this. People who run the setting generally ensure staff receive mandatory training in completed in a timely manner. However, Welsh language training for staff is underdeveloped.

People who run the setting have suitable partnerships with parents. They provide basic information to parents about the children’s well-being and progress. The people who run the setting agree contracts with parents in the provider’s name but the details for children using both settings are not clear. Parents, who provided feedback, told us they were very happy with the service provided.

Recommendations to meet with the National Minimum Standards

R1. Record children's attendance more effectively

R2. Review and update risk assessments and policies regularly

R3. Ensure the planning of activities considers all ages effectively

R4. Develop the use of the Welsh language to promote children's linguistic development

R5. Develop the learning areas

R6. Ensure the contract is more distinguished and clearer

R7. Ensure all staff develop children's thinking

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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