Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Llangadog

Llangadog Cp School
Llangadog
SA19 9HP

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

09/10/2024

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About Cylch Meithrin Llangadog

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Llangadog
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	20 September 2023
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service 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 happy and communicate confidently with their peers, staff and visitors. They develop strong relationships. Most children are independent and are given choices and opportunities to express their opinions in the knowledge that their voices will be heard.

Staff are experienced and understand and follow policies and procedures to promote well-being and safety. Staff encourage children to express themselves and interact with them in a positive and caring manner. They plan well to meet children's requirements and interests.

The people running the setting ensure that the environment is safe and secure and set clear guidance to ensure that everyone understands their responsibilities. They offer a good range of resources to meet children's individual needs both indoors and outdoors.

The people running the setting ensure that they comply with regulations and national minimum standards. They have good partnerships with parents, carers, and the school. They have an effective system in place to review the service annually.

Well-being — Good

Children are given good opportunities to make choices and decisions and express their opinions. They communicate confidently with staff and their peers. Their wishes, feelings and needs are always considered. Children's views and interests are valued and this ensures their individual needs are met. Children have a strong voice, and they know they are listened to. For example, they choose whether they want gravy on their dinner, and if so, exactly where on the plate. Children have the choice of going outside to play if they wish to.

Children are happy and have formed good relationships with staff and their peers. They are active and express enjoyment in their play. They have a sense of belonging and they are clearly familiar with daily routines. Children feel safe and happy and like the freedom to choose where they play within the room, comfortably taking their shoes off. Children positively greeted us and enthusiastically invited us to join in their play activities. They confidently and curiously ask us our name, including it in their play when passing a ball to us and each other.

Children interact positively and openly. They play together and socialise in a friendly and kind manner. Most children understand how to take their turn, wait, and share. The interaction between the children and the staff demonstrates that children develop good communication skills. Children are developing a sense of what is right or wrong and how they and others may be feeling. Most children say they are feeling happy and others say they are tired and may need a sleep. This is promoted using a programme to develop social and emotional skills.

Most children are active and curious learners and take part in activities enthusiastically. They show interest and excitement and enjoy taking part in tasks together. For example, during a tabletop ball game, one child asked another *“would you like to play with us too?”*. Children enjoy a range of good opportunities indoors and outdoors and are free to choose activities and move around the setting. Older children help younger children. For example, when a child couldn’t reach a water bottle, an older children recognised this and got up from their chair and passed it over.

Children are given good and regular opportunities to develop physical, social and emotional skills and they can follow their interests successfully. They develop their independence skills by using the toilet, washing and drying their hands. Children enjoy the social side of eating their lunch together, chatting as they are handed their warm dinner. Children confidently sing songs and count in Welsh.

Care and Development Good

The setting is run by experienced staff who understand and effectively implement policies and procedures to promote healthy lifestyles, physical activities, safety and personal well-being. All staff have completed first aid, safeguarding and food hygiene training.
Staff follow appropriate hygiene guidance when serving food, helping children who need to go to the toilet and changing nappies. Healthy snacks are provided by parents, and staff enjoy eating, chatting, and socialising at the table alongside the children. Staff identify risks and manage them consistently. They have a sound understanding of the setting's safeguarding procedures and emphasise that we all have a duty of care for every child. Staff record accident and incident logs, and these are signed by parents or carers.

Staff understand the behaviour management policy and act as positive role models. They listen attentively to children's views and respond carefully to their needs. Staff interactions with children are positive and kind, and they treat children with dignity and respect consistently. For example, they are thoughtful and vigilant when dealing with children's personal needs. Staff swiftly step in and divert any possible conflict between children who want the same toy, by suggesting another similar toy. Staff can tell us, with pride, how well children have settled and developed since attending the setting. Parents affirmed this and complimented the staff on working closely with them should there be an issue. Staff show genuine care and enjoyment in their roles.

Staff offer a variety of play and learning activities suitable to the age and development of the children in their care. Staff plan well for the next stages and review progress regularly. This allows for purposeful planning to meet children's needs, based on staff observations and assessments of the children's abilities. Their in-depth knowledge of individual children is effective in meeting their needs. They have systems in place to provide suitable care and opportunities for children with additional needs, should this be required.

Environment — Good

The setting is located in a room within the primary school. It provides a clean, warm and safe environment. The setting has a good level of security, and the main entrance is electronically controlled by staff. Leaders ensure that daily and general risk assessments, as well as fire risk assessments, are conducted and reviewed regularly. Fire drills are carried out at least termly and separate logs specific to the setting are recorded. Leaders ensure that the ratio of care staff to children is correct, ensuring they supervise children very well. Children can access the toilets independently with care staff ensuring that clear and safe arrangements are in place. A visitors' book, staff rota, children's register and a staff signing-in record are used efficiently ensuring the safety and security of the children and the setting.

The indoor area is spacious with play areas set up for the children. Confidential paperwork is stored in a locked cupboard located in the office, which can only be accessed by leaders. Children have access to a dedicated outside play area adjacent to the playroom, with direct access allowing for free flow play. Here, children can take supervised risks, climbing steps and creating obstacle courses using balance beams.

Leaders provide a wide range of good quality, developmentally appropriate play and learning resources to ensure children have a good variety and choice to stimulate curiosity. There are play areas set up, such as a book corner, playdough, mark making, role play area, water and sand play, mud kitchen and craft and painting area. Children can access the wide variety of toys and resources easily and independently, as they are stored at low level and within their reach.

Leadership and Management — Good

Leadership and management has improved significantly in the last 12 months. The newly appointed responsible individual is supportive and visible to ensure the smooth running of the setting. Policies and procedures are in place and reviewed annually with dates and signatures evident on each document. They reflect the service that is provided to children and families and meet the National Minimum Standards. Staff files, children's files, appraisals, medication, accident, and incident logs are all completed correctly and available to view. All other systems of recording are completed and organised. Leaders engage positively with Care Inspectorate Wales (CIW) and are keen to drive improvement. They ensure all required records are organised and accurately kept. They promptly notify CIW of significant events.

Leaders implement current best practice relevant to the children in their care. They actively implement self-evaluation. They produce a thorough and reflective quality of care report, seeking and implementing the views of children, parents, and staff.

Leaders follow timely and robust recruitment processes to safeguard children and follow the setting's policy and procedures. They have good systems in place to update suitability checks as required. There is a performance management process in place and staff and leaders have annual appraisals and regular supervisions. Leaders have contingency plans in place in the event of staff sickness or absences. All staff promote the Welsh language, even those who are less confident demonstrate a very good command of the language. Staff describe the setting and team as a family and feel very much supported by each other.

Leaders have a good partnership with the school ensuring a smooth transition for the children. Leaders are in discussions to be more involved with fundraising events alongside the school. Leaders ensure parents and carers are kept informed through daily face-to-face discussions, an app as well as daily report books. Feedback from parents show they are extremely happy with how their children's independence is nurtured and encouraged and feel their children are flourishing.

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	
29	The Responsible Individual must ensure that he operates the disciplinary policy and takes action, when required, in a timely manner	Achieved

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 15 - Staffing ratios	Ensure there is always sufficient, suitable staff to cover staff breaks,
Standard 13 (Day Care) - Suitable Person	Ensure relevant staff have the appropriate play work qualification

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)
Ensure all matters raised at supervisions and staff meetings are responded to accordingly and effectively.
Ensure administrative processes allow the committee to be able to take an active role in operation of the business

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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