Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Maes y Morfa

The Caretakers Lodge
76 Stacey Road
Cardiff
CF24 1DW

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

14/05/2024

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About Cylch Meithrin Maes y Morfa

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Maes y Morfa
Registered places	17
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	This is the first inspection since CIW 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	**Adequate**

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

Summary

Children are happy and enjoy attending the setting. They feel safe and secure in the care of staff. Children have good opportunities for play and learning and develop their independence through a range of experiences.

Staff are professional, qualified and enjoy their work. They are kind, caring and interact well with children. They have a good understanding of how to keep children safe and healthy. Staff are attentive to the needs of the children and respect the children in their care.

The environment is secure, welcoming, and well maintained. High quality furniture, toys, and resources both indoors and outdoors promote children's play and development. People who run the setting ensure the environment is safe and secure and that it promotes the health and well-being of children.

People who run the setting have a satisfactory understanding of the National Minimum Standards and Regulations. They offer staff support in their roles and are committed to improving practices for children's benefit. Parents we spoke to were complimentary of the care their children receive.

Well-being Good

Children have lots of choices and can make decisions about how they spend their time at the setting. They move around the environment freely choosing where and what they want to play with. For example, a child did not want to join in with the circle time activity, and they were able to continue playing with soft toys. Children communicate confidently as they know they will be listened and responded to appropriately by staff. For example, when asking for support riding trikes in the front garden. Children who are not yet able to communicate verbally use signals, such as pointing, to successfully communicate their needs and wishes.

Children are happy, settled and cope well with separation from their parents. They have good bonds of affection with staff who are kind, gentle and warm. For example, children who are upset or unsettled seek comfort from staff, who are very familiar to them which helps them settle quickly. Children are confident with and enjoy the routines in place, which supports their sense of safety and belonging. For example, we saw almost all children readily put away toys whilst singing a tidy up time song, ‘Amser Tacluso’.

Children interact happily and enthusiastically with staff during their activities and are inspired and motivated. For example, we saw children role play using a toy mobile phone and having conversations with staff. Outdoors, children excitedly searched for bugs with magnifying glasses. Children are learning to take turns and share toys.

Children thoroughly enjoy their play and the activities on offer. They develop a wide range of skills as they explore their playrooms, engrossed in their chosen activity. We saw children discovering how to make different marks with chalk. Other children were engaged in play with magnetic building blocks. Children really enjoy singing different songs in Welsh and respond well to the actions and movements to go with the words in the songs.

Children are developing their confidence with support. For example, we saw children practise using the climbing wall in the garden with staff support. Children have good opportunities to develop their independence. They follow their own interests for extended periods of time which allows them to consolidate skills and make decisions. Children learn to do things for themselves, such as pouring their own drinks and helping to serve food at mealtimes. Almost all children are confident at washing and drying their hands, while others do so with guidance.

Care and Development Good

Staff keep children safe and healthy. They encourage children to be active and ensure they have opportunities to eat and drink healthily. Staff provide a nutritious selection of meals for children. For example, children were given chopped mushrooms and cherry tomatoes with toast for breakfast. Staff are aware of children's dietary needs and preferences and act on these appropriately. They ensure that all eating areas are sanitised, and children have washed their hands before eating. Policies and procedures for nappy changing are in place. Staff understand child protection and safeguarding procedures are robust. They confidently responded well to potential safeguarding scenarios if there were any child welfare concerns. There are sufficient staff who have first aid certificates. All staff have a food hygiene certificate and have completed their safeguarding training.

Staff interact positively with children. They praise children for listening to instructions and encourage them to take care of themselves and others. For example, when encouraging them to concentrate as they are coming down the stairs. Staff show empathy towards children. They consistently check in with children about their feelings. Staff use praise appropriately to celebrate children's achievements, helping them to feel a sense of pride in what they are doing. Staff speak respectfully to each other and are good role models for children. They use distraction methods to minimise any conflicting situations where children want the same toys, by giving them alternative toys and resources. 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. During lunch time we saw staff chatting to children about what they had been doing at school that morning.

Staff promote children's play and learning by enabling children to follow their interests and preferences. They regularly observe and assess children's abilities. However, children's next steps and stages in development are not identified. The setting has suitable arrangements for identifying and supporting children's individual needs, including children with additional learning needs. Staff promote the use of the Welsh language well. We heard staff using incidental Welsh with the children throughout the day. We also saw them singing with the children who joined in confidently and enthusiastically in Welsh.

Environment — Good

People who run the setting have comprehensive policies in place and ensure the environment is suitably safe, secure, and well maintained. Staff complete effective and accurate risk assessments. These are regularly reviewed, and any identified hazards are addressed. Staff keep children safe by completing daily safety checks of the environment to identify and where possible eliminate risks to children's safety. The premises is secure, and a robust system is in place to record any visitors to the setting. Staff ensure that routine safety checks and certificates for the building and appliances, including insurance are in place. The setting is generally tidy, and well maintained. A basic cleaning routine is in place however, an infection control audit has not been undertaken at the setting recently.

The environment is welcoming and very child friendly. It is well decorated with calming, neutral colours, giving a relaxed and homely feel to the setting. Photographs of the children at work are displayed which strengthens their connection to the space. Indoor rooms are spacious and light allowing children freedom to move around as they play. Staff ensure the rooms are well organised and laid out in an interesting manner to stimulate children's curiosity, exploration, and development. Indoor rooms have quiet corners and calm lighting, giving children the opportunity for rest and relaxation as well as stimulating play. The rear outdoor area has a good range of resources suitable for the ages of the children. The front outdoor area includes equipment to develop children's gross motor skills. For example, climbing activities and a space to ride bikes and trikes.

People who run the setting provide a wide range of resources, allowing children a variety of choice. They provide diverse resources for all ages and stages of development. For example, through block play, sensory activities, craft activities, and role-play activities. Children can access toys and resources easily, as they are stored at low level or within their reach. Staff ensure toys, resources, furniture and equipment at the setting are in a good condition, well maintained and of high quality. People who run the setting provide suitable furniture and resources to support children's independence. For example, child sized tables, chairs, toilets and sinks, suitable for the ages of children who attend.

Leadership and Management — Adequate

People who run the setting manage it to a satisfactory standard. The statement of purpose has been reviewed however we found that some details were missing. The Responsible Individual (RI) immediately rectified this. Overall, people who run the setting have good procedures in place paying attention to the Regulations and National Minimum Standards for Regulated Childcare to ensure the smooth running of the setting. Paperwork is kept up to date and is suitably organised. However, we identified non-compliance in relation to records. Not all accident and incident records were completed fully. The system in place for recording pre-existing injuries did not allow for regular review and monitoring. Medication forms did not include the time the last dose was administered. While no immediate action is required, this is an Area for Improvement, and we expect the provider to take action.

People who run the setting plan appropriately for improvement. There are systems in place to monitor the care provided. A quality of care report is completed which considers the views of staff, parents/carers, children and management which identifies strengths and areas for development. People who run the setting draw upon advice and feedback from external agencies. There is a complaints policy in place. However, the policy does not contain regulatory information on how a complaint handled by an outside agency will be dealt with. The RI has addressed this immediately.

People who run the setting ensure staff receive regular training and support which enables them to carry out their roles effectively. Staff receive regular supervision meetings and annual appraisals. However, these did not include the opportunity to discuss safeguarding concerns. People who run the setting ensure required staffing ratios are met each day, including during break times.

People who run the setting have established positive relationships with parents. Staff keep parents regularly updated on their child's well-being and development via a digital platform. In addition, staff speak with parents at the end of the day to share information. Parents we spoke to said that they were very happy with the setting, stating how supportive the setting have been in addressing their children's individual needs.

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

30	The responsible individual must ensure that accurate records for accidents, incidents, pre-existing injuries and medicine administered are kept and consistently maintained.	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)
	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)
Observations should include next steps to inform future planning.
Consider using the Infection Control Audit as a tool to inform daily cleaning routines and checklists.
Staff meetings and supervisions should include Safeguarding/Concerns as a rolling agenda item.

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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