Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Llanllwni

Llanllwni School
Llanllwni
Pencader
SA39 9DX

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

15/05/2024

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About Cylch Meithrin Llanllwni

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Llanllwni
Registered places	9
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	**Good**
Environment	**Good**
Leadership and Management	**Good**

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

Summary

Children feel extremely very happy, safe, and settled within the setting. They have an exceptionally good voice, and their interactions are excellent. Children thoroughly enjoy their learning and play experiences and develop very good independence skills.

Staff keep children safe and healthy. They are good role models and provide positive interactions with children. Staff promote children's play and learning by following their interests and preferences.

The setting is located within a Welsh language primary school. Leaders provide an indoor area which is suitable for the ages and stages of the children. They provide an environment that is safe, clean, and secure. However, fire drills are not regularly conducted. Leaders provide a broad range of stimulating resources indoors and outdoors.

Leaders are organised and make effective arrangements to enhance the well-being, safety, and health of the children in their care. They have effective self-evaluation systems in place. There is an area for improvement in relation to suitability checks. Partnerships with parents and others are good.

Well-being Excellent

Children feel very happy and safe at Cylch Meithrin Llanllwni. They arrive with ease and confidence and immediately settle to play with their desired resources. Children feel a fantastic sense of achievement in what they do. They proudly beam with smiles as they are given praise for being naturally kind and considerate towards others. For example, a child kindly gave a doll to another child as they knew it was their favourite toy. Children are extremely happy when they sing familiar songs and give themselves a clap and a cheer for their excellent efforts.

Children have an exceptionally good voice. They confidently move around the areas of interest to them and move resources from one area to another with ease and confidence. For example, they play with the kitchen role play, farm toys and construction areas, and take their dinosaurs and animals with them to enhance their learning experiences. Children confidently feel their views and opinions are respected and listened to. For example, when planning their activities, children told staff they wanted to go out for a walk, sing and dance, and these were all acted upon by staff.

Children's interactions are excellent. They effectively share the resources with friends exceptionally well. For example, children are seen sharing a book with ingredients to make cawl, and take turns saying the names of the vegetables, and in doing this, other children join in the fun. Children adore the staff that care for them, going to them for spontaneous cuddles. They show respect and politeness towards the staff by naturally saying 'please' and 'thank you' for resources during role play situations and snack time.

Children thoroughly enjoy their learning and play experiences. They laugh loudly when they work together to build towers of blocks, then knock them over. Children confidently join in activities that they are proud of and enjoy. They were especially excited by the song 'Godro y fuwch' (Milking the cow) and passionately sang and danced with the greatest confidence. Children listen to instructions from staff to keep them safe. For example, they listen when staff ask them to slow down on the bikes outdoors. Children beam with excitement when they play outdoors and are very enthusiastic about their play. For example, they shout "*Ready Steady Go!!"* when they play on the bikes and eagerly enjoy the mark making and loose parts available.

Children develop very good independence skills. They freely help themselves to drinks and during snack times get their own real-life crockery and pour their own milk into cups. During physical play, children show great skill in using balance bikes and balls. They are creative in their play and develop fantastic fine motor skills to thread beads.

Care and Development — Good

Staff keep children safe and healthy. They encourage children to be active indoors and ensure they have opportunities to eat and drink healthily. Staff provide a nutritious selection of snacks for children. These include fruits, cheese, and toast, with milk and/or water. Staff are aware of children's dietary needs and preferences and act on these appropriately. They ensure all eating areas are sanitised, and children have washed their hands before eating. Policies and procedures for nappy changing are in place, and staff use gloves and aprons to assist children during toileting. Staff understand child protection and safeguarding procedures. They confidently respond well to questions relating to potential safeguarding scenarios and child welfare concerns. All accidents and incidents are recorded and signed. However, pre-existing injuries are not recorded and signed by parents. There are sufficient staff who have first aid certificates. Staff have suitable food hygiene certificates, and all staff have completed their safeguarding training.

Staff provide positive interactions with children. They praise children for listening to instructions and encourage them to take care of themselves and others. For example, they manage to get children to listen carefully during a walk within the community. Staff show empathy towards children. They consistently check in with children about their feelings. All staff know the children very well and are sensitive and kind towards their interests and stories. For example, staff listened carefully when a child was telling them about their grandfather on the farm with his tractors. Staff successfully use distraction methods to minimise any risks. For example, when children excitedly threw the straw in the air, they distracted them asking them where they would place the cows and the tractors. Staff give children a sense of achievement by giving them praise when they manage to achieve their goals. They ensure children are praised for tidying and being kind. They are good role models and encourage children to be polite, careful, and friendly.

Staff promote children's play and learning by following their interests and preferences. They assess children's abilities and know their next steps, and stages in their development. Activity planning is based on children's ideas, developmental needs, and preferences. Staff enhance the acquisition of the Welsh language effectively. During circle time, they focus on colours, counting and recognising names of fruits and vegetables, animals and pictures from reading books and flash cards. Staff show a very good understanding about the additional learning needs framework and know how to access additional support for children, if needed. They plan and promote multicultural experiences for children, which include Diwali, Hannukah, Chinese New Year, and Welsh celebrations.

Environment — Good

Leaders provide an environment that is safe, clean, and secure. The setting is located within a school, and they ensure that the school gates are securely locked. The doors of the cylch are kept closed and they ensure that there is a record of all visitors. There are emergency procedures in place and building maintenance checks are regularly conducted. However, fire drills are not conducted regularly. This is an area for improvement, and we expect the provider to take action. There are detailed general risk assessments for the indoor and outdoor areas, as well as trips and walks within the local community. Daily risk assessment checks and cleaning tasks are recorded. Children's lunchboxes are kept refrigerated.

The setting is located within a Welsh language primary school. Leaders provide children with an indoor area which is suitable for the ages and stages of the children present. The indoor play area provides children with areas of play to develop their creativity, independence, and language skills, with areas to sit, relax and sleep when needed. There are suitable tables and chairs for children to eat, socialise and enjoy table-top activities. The toilets and changing areas are located outside the playroom and shared with the youngest children of the school under the careful supervision of staff members. The outdoor play area is spacious and available for them at certain times of the day. The environment gives children a great sense of belonging. They ensure children's names, pictures and craft work are widely on display for the children to see.

Leaders provide a broad range of stimulating resources indoors and outdoors. Toys and resources are labelled and accessible for children. Indoors, children have access to a range of jigsaws, books, cars, dolls, role play resources, dressing up clothes, large and small construction sets as well as a small world area, with farm animals and straw. There are mark making areas indoors and outdoors where children can use the interactive white board indoors, and chalks outdoors. Leaders provide a large outdoor area for children to ride on bikes and play with balls and physical play resources. This area offers the opportunity to build models using loose parts. Leaders ensure that children have daily opportunities to be outdoors and they embrace opportunities to take children out on walks within the local community.

Leadership and Management — Good

Leaders have effective arrangements to provide a setting which enhances the well-being, safety, and care of the children attending their setting. Leaders and the committee work well to ensure that most regulatory requirements are met. There is a statement of purpose that reflects the care and service they provide, which meets regulations. Leaders regularly review the policies and procedures, ensuring they meet current guidance. Public liability insurance is current, and they are members of the information commissioner's office (ICO). Leaders ensure that contracts and permissions are obtained for children attending. There is a record of staff and children's attendance, and always meet adult to child ratios.

Leaders have effective self-evaluation systems in place. They seek views of children, parents and other professionals and act upon the comments made. Leaders ensure that they create improvement targets for the future running of the setting.

Leaders ensure that the staff suitability checks for daily staff members are in place. However, the staff suitability checks for bank staff covering absences were incomplete as there were no work history and references for a staff member. This is an area for improvement, and we expect the provider to take action. All staff and volunteers working with children have current disclosure and barring service (DBS) checks. Leaders ensure all staff have a suitable induction. Supervisions and appraisals are regularly conducted identifying areas for professional development. Staff feel supported, happy and understand their roles and responsibilities. There is a strong team ethos between the staff.

Partnerships are good. Leaders have established very good relationships with parents as they engage with them via a webform app, sharing pictures and experiences. Parents told us they are very happy that their children are content and happy going to the cylch meithrin, and always come out happy. They are pleased with the progress their children are making. There is a good partnership with the local authority and a very good relationship with the school and the local community. They join the school for annual sports days and fund-raising events.

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

38	Ensure fire drills are regularly conducted and recorded.	New
28	Ensure all suitability checks are carried out on all members of staff and volunteers working with children.	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)
Standard 5 - Records	Ensure pre-existing injuries are recorded and signed

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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