Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Llanilltud Fawr

Ysgol Dewi Sant
Ham Lane East
Llantwit Major
CF61 1TQ

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

07/07/2023

About Cylch Meithrin Llanilltud Fawr

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Llanilltud Fawr
Registered places	30
Language of the service	Both
Previous Care Inspectorate Wales inspection	First inspection after registration.
Is this a Flying Start service?	Yes.
Does this service provide the Welsh Language active offer?	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.

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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 are happy, have a strong voice and can make choices and decisions independently. They develop strong relationships and express their views openly, knowing they will be listened to. They enjoy a range of interesting opportunities indoors and outdoors, which spark curiosity and engagement.

Staff keep children safe and healthy. They manage interactions with children positively and are good role models. Staff promote children's play, learning and development and meet their individual needs very well.

People who run the setting ensure the safety of the environment is prioritised. They make sure the environment is suitable indoors and outdoors, with a good range of toys and resources for the ages and stages of children cared for.

The leadership and management is good. People who run the setting are committed to making improvements and have a strong vision for the future. They regularly review the quality of care and obtain views of parents, staff, and children in the process. Partnerships with parents are excellent.

Well-being Excellent

Children have a strong voice. They know their opinions and interests are acted upon and respected. They self-register and use pictures to communicate how they are feeling. Children are confident in their communication with each other and with staff. For example, two children who wanted to paint a picture confidently asked for paper and were able to complete their chosen activity.

Children feel safe and happy at the setting. They cope well with separation from parents or carers, coming into the setting with smiles on their faces. Arriving from school, they go straight to play in one of the areas and help themselves to resources of interest. Children feel valued and have a sense of pride. For example, they smiled when staff gave them praise for placing their belongings on the pegs and for applying sun cream.

Interactions are excellent. Children interact exceptionally with staff who are very familiar to them. They approach staff confidently for support or if they need reassurance. For example, we saw a child who was tired approach staff for cuddles. Interactions between children are also very positive and they form constructive relationships. Whilst playing with shells in the sand, they chat naturally and discuss where they are going on holiday.

Children thoroughly enjoy their play and learning opportunities. They have great fun as they play happily together on the slide. They shriek with excitement and congratulate each other for reaching the bottom. Children are inquisitive and keen to show adults what they are learning. For example, some children wanted to show us the car they were playing with and happily chatted about the sound it made. Almost all children are keen to join in group sessions and engage with adult questioning during the activity.

Children have excellent opportunities to develop independence. They choose when to eat snacks and use tongs to help themselves, choosing their food. Children are supported to complete day to day activities on their own. They access the toilet facilities freely, wash their hands independently and tidy up after play and at mealtimes. They naturally try to do things independently before staff intervene, such as doing up their own coat zips and collecting their belongings. They confidently move around the learning areas, accessing resources to support their interests. For example, they move resources to create a path and have great fun balancing and walking to the end.

Care and Development — Good

Staff keep children safe and healthy. They complete paediatric first aid training, enabling them to deal with minor accidents confidently. Staff promote healthy eating by preparing a daily healthy snack, with milk and water to drink. They hold relevant food hygiene training and follow correct cleaning procedures as part of the infection control process to help keep children healthy and safe. Those who prepare snacks for children wash their hands and use suitable personal protective equipment (PPE) to prepare foods and sanitise tables before snack time. Staff carry out detailed daily environmental checks and regular cleaning is recorded. They promote children's physical well-being successfully through regular exercise such as yoga and outdoor play. They have a very good understanding of child protection procedures and responded well to scenarios discussed during the inspection. They are aware of the safeguarding policy and their duty to report concerns to the safeguarding officer as well as their individual duty to report to the local authority safeguarding team should the need arise. Staff complete fire drills which are timed, evaluated, and completed approximately every six months. However, they are not regular enough to include all children that attend the setting during all the sessions offered.

Staff fully understand the behaviour management policy and consistently use positive reinforcement. They consistently offer praise and encouragement to children for good tidying and accomplishing their goals during play. Staff are excellent role models. They encourage good manners and remind children to say 'please' and 'thank you' during snack times. As children play, staff show interest in their activities and discuss tasks in a calm and supportive manner. They create positive relationships with children in their care. Interactions are consistently warm, engaging and demonstrate sensitive and genuine understanding and kindness towards the children.

Staff ensure children are at the centre of their own learning. They fully support the choices of children, allowing them to have opportunities to explore indoors and outdoors, following their own interests. Staff observe children's progress and assess children's development to plan for their next steps and activities that meet their interests. Staff fully support and provide for children's additional needs. They take purposeful action in a timely manner and make effective use of strategies to support children. Children attend the Welsh-medium primary school and staff ensure they promote the Welsh language at all times. Many staff are skilful in immersing the children in the Welsh language through songs and stories as well as focused activities such as story time. For example, staff promote the recognition of numbers, colours, emotions, and words in story books.

Environment — Good

People who run the setting have systems and procedures in place to ensure the environment is safe and secure. The premises is a new build located on the grounds of Ysgol Dewi Sant. Visitors enter via the main entrance and a record of visitors is kept. Staff are also required to sign in and out of the building and a system for recording staff breaks was put in place during the course of the inspection. As a result, a record of those who care for children at all times is now retained. Staff ensure that medication and cleaning materials are stored safely out of the reach of children. Robust and detailed risk assessments for indoor and outdoor areas are regularly reviewed. These inform the daily checklists that staff use to identify risks to children and as far as possible, eliminate these. People who run the setting work with the school and local authority to complete all building maintenance and servicing of utilities and equipment.

People who run the setting ensure that children receive care in an environment that has been planned and set out to promote their independence and encourage them to learn. The play areas ignite the children's imagination exceptionally well and enable them to take risks, such as reaching the wooden cabin using the climbing wall and travelling along trails. These areas provide valuable opportunities for children to develop their skills successfully. People who run the setting provide facilities that enable children to use the toilet and handwashing basins independently. These, as well as nappy changing facilities provide for children's dignity and respect their privacy. Staff provide a suitable sleep area for children by using small partitions to divide an area in the main room. They check the area thoroughly and stay in the room to monitor sleeping children. Children sleep on mats and use individual blankets. Staff ensure the indoor and outdoor areas are organised purposefully to provide a wide range of stimulating experiences that encourage children to move from one activity to another effectively. For example, there are opportunities for children to grow vegetables and then to cook them.

People who run the setting ensure the quality of the resources. Furniture, equipment, and toys are appropriate, of a high standard and are well maintained. A range of resources are kept at the children's level and accessible to them. As a result, children are very familiar with fetching and returning equipment to the appropriate places. People who run the setting ensure there are opportunities for children to access resources which enhance their creativity, language, and curiosity with resources such as Welsh books, puzzles, construction kits, small world play and creative resources. The outdoor area is secure and provides opportunities for creativity, physical development, and role play. Children's personal and social development is also encouraged well through access to multicultural toys and books.

Leadership and Management — Good

The leadership and management of the setting is good. People who run the setting liaise with Care Inspectorate Wales (CIW) in a timely manner. They ensure the statement of purpose complies with the relevant regulations and meets national minimum standards. There are suitable policies and procedures in place. However, the medication policy is not reflective of the current practice and forms used, and there is no formal written rest and sleep policy and procedure in place. People who run the service ensure records for children are kept and signed by parents. These include, contracts, permissions, information forms and individual needs.

Self-evaluation is reflective and identifies strengths as well as areas for improvement through consideration of the views of others. Those responsible for running the setting are fully committed to development and they have welcomed the inspection as part of their self-evaluation and planning for improvement. They are prepared to accept feedback and follow up on matters that come to their attention without delay.

People who run the nursery follow robust recruitment procedures. They ensure that there are enough qualified staff to care for children and that the adult to child ratio is maintained, or exceeded, at all times. They make sure staff complete mandatory qualifications and that all staff hold a current Disclosure and Barring Service (DBS) certificate. They carry out regular supervision and appraisal meetings and plan for staff development. For example, they are supporting some staff to take on extra responsibilities and develop in their role. They also hold regular staff wellbeing meetings. All staff we spoke to said they are very happy working at the setting and feel very supported by approachable leaders.

People who run the setting have very strong links with the school. They ensure that there are clear and effective procedures and protocols in place for transition and sharing information in order to benefit children. People who run the setting have a complaints policy and procedure in place although no complaints have been received. Partnerships with parents, carers and other stakeholders are excellent. Parents are very complimentary of the setting and speak highly of the people who run the setting, staff, and the care their children receive. Many parents told us they felt staff had supported their children’s individual needs and that their children are very happy attending the setting.

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)
Standard 24 - Safety	Ensure children are familiar with the fire evacuation procedures by including all children in the practices.
Standard 11 - Medication	Review the medication policy and ensure forms reflect current practice.

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)
Develop a formal written rest and sleep policy and procedure.

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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