Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report on

Cylch Meithrin Mynyddygarreg

Mynyddygarreg Primary School
Mynyddygarreg
Kidwelly
SA17 4RL

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Date Inspection Completed

21/09/2022

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About Cylch Meithrin Mynyddygarreg

Type of care provided	Children's Day Care Full Day Care
Registered Provider	CYLCH MEITHRIN MYNYDDYGARREG
Maximum number of registered places	18
Language of service	Welsh
Date of previous Care Inspectorate Wales inspection	This is the service's first inspection
Is this a Flying Start service?	No
Does this service provide the Welsh language active offer?	This is a service which provides the Welsh language active offer. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of children who use or may use the service.

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

Go to the end of this report for further information on ratings.

Summary

Children are happy and communicate confidently with their peers and care staff and develop strong relationships. Children are independent and are given choices and opportunities to express their opinion in the knowledge that their voices will be heard.

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

The people running the service ensure that the environment is safe and secure and set clear guidance to ensure that everyone understands their responsibilities. They offer a wide range of good resources to meet children's individual requirements and development stages.

The service has very good leadership and management. The people running the service ensure that they comply with regulations and national minimum standards. They have strong partnerships with parents, carers and the adjacent school.

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Well-being	Good

Children are given good opportunities to make choices and decisions and express their opinion. They communicate confidently with care staff and their peers, and their wishes, feelings and needs are considered. Children's views and interests are valued ensuring their individual well-being.

Children are happy and have formed good relationships with care 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 play areas within the room. Children are confident that their voices are being heard. For example, when a child was asked to be helper of the day, she responded 'no' and shook her head. Her wish was respected and another child was given the opportunity.

Children interact confidently and openly and work together and socialise in a friendly manner. Most children understand how to take their turn, wait and share. The interaction between the children and the care staff demonstrates that children develop good communication skills. Children work together to put resources back on the shelf at the end of the session by holding one end each and carrying the resources carefully across the mat.

Most children are active and curious learners and take part in activities enthusiastically. They show interest and excitement and enjoy taking part in tasks, completing them and seeing the results. They enjoy a wide range of good opportunities both indoors and outdoors, and are free to choose activities and move around the setting, for example, to complete jigsaws, paint, ride a bike or role-play.

Children are given good and regular opportunities to develop physical, social and emotional skills and they can follow their interests successfully. Children develop their independence skills very successfully by helping to share snacks, pour milk and return their plates after finishing.

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Care and Development — Good

Care staff are experienced and understand policies and procedures to promote healthy lifestyles, physical activities, safety and personal well-being, and implement them effectively. They follow robust cleaning and hygiene routines. For example, disinfecting tables before and after snack-time and washing their hands regularly. All staff have completed first aid, safeguarding children and food hygiene training. Staff were observed following appropriate guidance when serving food and helping children to go to the toilet. A healthy snack was provided with children enjoying eating, chatting and socialising at the table. Care staff identify risks and manage them consistently. They understand safeguarding procedures and can explain the setting's arrangements confidently.

Care staff respond in a consistent manner and listen to children's views and respect them. They interact very well and demonstrate encouragement, warmth and kindness as well as sensitivity to individual children's needs and experiences. They know the children well and know when to intervene, and can explain this to us.

Care staff offer a variety of play and learning activities suitable to the age and development of the children in their care. They plan well for the next stages and review progress regularly. They provide suitable care and opportunities for children with additional needs and cater for them by working with external agencies to support children and families further.

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Environment — Good

The setting provides a clean, warm and safe environment. The setting has a very good level of security and is kept locked at all times, allowing children to move independently around the indoor area and the outdoor area within the setting's security gates. The people running the service ensure that daily and general risk assessments, as well as fire risk assessments, are conducted and reviewed regularly. They also ensure that provision and resources to support the assessments are in place. One example of effective risk management was observed when care staff sorted the children's food bags on arrival and stored their cold foods in the fridge ready for lunch. The people running the service ensure that the ratio of care staff to children is correct and that they supervise children very well. On the day of the visit, ratios were seen to be considered at all times when taking children to the toilet from the indoor area and when children were playing outside. Children can access the toilets independently with care staff ensuring that clear and safe arrangements are in place. A visitor's book, a rota, a children's register and a staff signing-in record are in place ensuring the safety and security of the children and the setting.

The people running the setting ensure that the indoor and outdoor areas are safe and secure, welcoming, friendly and provide a rich environment for play and learning. Both the indoors and outdoors areas promote children's independence as the resources and provision are available to them and kept within reach of all children. The setting also has an area to store confidential paperwork, an appropriate area to prepare snacks and areas within the lobby where private discussions can be conducted with parents, carers and visitors.

The people running the service provide very good resources to stimulate the children's curiosity. A wide range of resources have been set out in the indoor play areas in a way which enables every child to see and touch them easily. The outdoor play area provides a range of quality provision, for example, a mud kitchen, a sheltered area, storage boxes for construction bricks and cars, which offers varied and engaging opportunities for children to explore safely and freely.

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Leadership and Management — Good

The people running the service have a clear vision and they share this with care staff, parents, and service users by providing clear policies and a statement of purpose which reflects the service. Leaders ensure that they comply with all relevant regulations and meet the National Minimum Standards. They are well-informed about their regulatory responsibilities and are well-organised in reviewing policies, certificates, information and records. For example, a logbook was seen where leaders note any accidents or injuries which occur outside the setting's hours, in an accurate and confidential manner, and show understanding of the setting's further safeguarding procedures. Leaders have a very good understanding of their responsibilities to promote the Welsh language and fulfil the obligations of the Welsh language Active Offer. Literature is also available for parents in the reception area to support families as part of the partnership between the setting and families, particularly non-Welsh speaking families.

Service leaders demonstrate clear aims for further development and achieve this through effective self-appraisal. The vision for development is continuous, purposeful and good. For example, evidence was seen that views and feedback are collated from parents and children for planning and further development.

Leaders and care staff work together very effectively and know their own strengths which leads to high quality role models for children using the service. For example, we saw tooth-brushing under the Designed to Smile Scheme being implemented effectively and safely, with care staff working together to ensure the children's health and safety as well as providing an inclusive and comfortable experience for all.

Leaders have established links with a wide variety of service users, families and professionals. They have established a strong and intelligent partnership with the school and very clear cooperation and support were seen on the day of the visit, for example, over the lunch hour. We spoke to parents on the day of the visit who were very happy with the service and shared that their children are very happy too. Reference was made to the effectiveness of the setting's App and the regular communication with parents, and a good example of this was seen on the day of the visit as leaders shared a message with a parent about a child who was settling-in. Another example of strong partnership was that a parent had constructed a mud kitchen for the outdoor play area.

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Recommendations for compliance with the National Minimum Standards

Add A1. A2 etc and the required wording manually These are not regulations but national minimum standards.

R1 Ensure more evidence and resources which provide multicultural diversity.

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Summary of non-compliance	
Status	**What each one 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.

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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

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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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