Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Pentre Bach

Cwm Golau Integrated Childrens Centre
Duffryn Road Pentrebach
Merthyr Tydfil
CF48 4BJ



Date Inspection Completed

28/02/2023

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About Cylch Meithrin Pentre Bach

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Pentrebach
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	Inspection following 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.

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

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

Summary

The children have a very strong voice and communicate confidently with each other and with staff. They develop strong relationships and express their views openly, knowing they will be listened to. The children are extremely happy and make purposeful choices and decisions independently.

Staff understand policies and implement them consistently. They promote healthy lifestyles and the children's personal safety to successfully secure their well-being. Staff are knowledgeable, kind and caring and fully aware of children's individual development. They plan and promote their pedagogical philosophy very effectively to develop the children's interests and curiosity successfully.

Leaders have excellent measures in place to ensure the environment is safe and well maintained. They ensure that the children have access to an exciting range of high quality provision. They provide excellent opportunities for children to play and learn in a range of indoor and outdoor areas in order to promote their developmental skills.

The leaders ensure that they consistently comply with all relevant regulations and exceed the National Minimum Standards. They have a clear vision for the future and ensure staff have ongoing opportunities to develop professionally. They are very good role models and ensure that they offer a high standard of care. They have developed strong relationships within the centre and with the community to provide innovative opportunities for children.

Well-being Excellent

The children have a very strong voice and they are very confident communicators as their preferences, moods and needs are considered fully. The children have exciting opportunities to make choices and decisions about what affects them. Their views and interests are valued greatly and acted upon by staff. For example, during the cooking activity, a child said, "*I want a drink"* and the staff immediately followed this up with, "*Ti ishe diod? Dere gyda fi i ôl y bag."* After collecting a cup and a small jug of milk, we saw staff supporting the child to pour milk into the cup, "*Tipyn bach, mae bron yn amser snac".* After successfully filling the cup independently, the child was praised warmly. Children have excellent opportunities to choose their play, their food at snack time, their resources in the outdoor area and when to go to the toilet.

The children clearly feel safe and happy. They cope very well with being separated from their families and their individual needs are met effectively. The children move around the setting confidently, comfortably and engaged in their play. They are active and express enthusiasm and enjoyment. For example, during the daily tooth-brushing activity, the children smiled as they responded to the background music and sang "*lan a lawr"*. They have a strong sense of belonging and have developed strong relationships with their peers and staff. The children are clearly familiar with daily routines as they wash their hands and wear their coats when preparing to play outside. The children's feelings are considered and valued. For example, as they took turns during circle time to discuss emotions, the children felt comfortable and excited to respond, "*Sut wyt ti'n teimlo heddiw?" "I'm good". "Ahh da iawn, ti'n hapus."* The interaction is consistent and the children show respect for one another and an interest in each other's work. For example, during a table-based activity when they were given the option of painting a jug of flowers, they took turns and observed each other.

The children work together enthusiastically and show interest and motivation when participating in their play and learning. They enjoy experimenting and developing new skills. For example, using bikes and hiding in the wooden play house before reappearing with an element of surprise and enjoyment. The children commit fully to the session's routines and feel excited by the learning opportunities prepared for them. For example, we saw children showing great interest in studying a framed recipe for Welsh-cakes displayed on the table as they touched the ingredients. They wore their aprons enthusiastically and we saw great satisfaction as they started their work. The children are free to explore their environment fully. The door to the outdoor area is kept open permanently which gives them the option of playing inside or outdoors. Children have excellent opportunities to develop their independence skills, which enables them to do things for themselves successfully. For example, the children went to fetch a bowl independently from the cupboard before returning to sit at the table and helping themselves to trays of healthy foods such as cheese, cucumber, apples, strawberries and banana. By using serving spoons, they helped

themselves to the foods of their choice saying please and thank you. Children are comfortable choosing milk or water from small jugs and pour their drinks independently. They follow their instincts, their ideas and their interests regularly as they have full access to every area of the environment. The activities prepared for them promote self-respect and an excellent sense of achievement. They are eager to show or talk about the things that they have been doing. For example, we saw children excited to show their cakes to their families at pick-up time.

Care and Development — Excellent

Staff understand policies and procedures fully and implement them consistently. They promote healthy lifestyles, physical activities, safety and personal well-being. Staff identify risks and manage them effectively. They follow excellent robust hygiene routines. For example, staff wore aprons and gloves when handling drinks or trays of foods. We saw the same level of detail as staff supported children to go to the toilet and used soap and dried their hands with paper. The setting has high quality nappy changing facilities. Staff disinfect tables and surfaces at all times, before and after activities. They encourage children to be aware of washing their hands before and after cooking activities, before snack time and after being outdoors. Staff prepare healthy snacks for the children and they confidently explained clear procedures to follow if any children had allergies. Safeguarding is prioritised and all the staff have a thorough understanding of their responsibilities to protect children. Staff have attended safeguarding training and the setting's procedures were discussed confidently. They have a safeguarding flow chart on the wall of the setting and staff are aware of their roles and of the contact details of external agencies.

Staff interact very effectively with the children and each other and respond meaningfully to the children's needs and questions. The children's home language is respected and the Welsh language is promoted at all times during the session in a pleasant and sensitive manner. Staff listen closely to the children's views and their wishes and ideas are respected. The interaction shows warmth and kindness and staff are sensitive to individual children's needs and experiences.

Staff ensure that the children have excellent wide-ranging opportunities to develop through their play and learning. They offer encouragement to children during their activities and support them in their play. For example, during the cooking activity, staff said, *“Dyna ti, da iawn, wyt ti ishe dangos i fi fel wyt ti’n rholio? Mae angen blawd arno ti fel bod e ddim yn sticio i’r bwrdd. Dyna ti – da iawn”.* Staff actively introduce new vocabulary and resources to children through the activities. For example, when following a recipe, staff went on to discuss what they needed to do next, “*nawr mae angen llond llaw o gyrants. Pwy sydd wedi treio cyrants o’r blaen?”.* Another example of excellent strong interaction was seen during snack time when a child pointed at the cheese and a staff member said, *‘wyt ti ishe rhagor o gaws? Dyna ti, da iawn. Faint wyt ti ishe? Ydy ni’n mynd i gyfri?”* Staff have a very good understanding of child development, and how this affects their learning and behaviour. They know the children very well and understand their individual interests. Staff make plans based on those interests. They have a rigorous planning process. For example, an ‘Our Curriculum Journey/Ein Taith Cwricwlwm’ chart along with weekly planning. For example, the theme in place offered exciting experiences and opportunities involving Wales, cooking, tasting, learning new words, creating castles and sheep, and ball skills.

Environment — Excellent

Leaders have comprehensive measures and policies in place to ensure that everyone is aware of their responsibilities to ensure the children's safety and welfare. They complete comprehensive risk assessments and maintain daily records which are reviewed and signed. For example, using other areas of the centre and trips outside the setting, such as the role play centre. Leaders maintain very effective fire risk assessments. These are reviewed according to changes and the requirements of the service. They are also very aware of their responsibilities to safeguard children in accordance with fire drill procedures. There is evidence of first aid equipment, as well as high standards awarded by the Food Standards Agency. Visitors to the service sign into the centre and once again in the setting. They ensure that staff supervise children very well and understand their responsibilities to safeguard children whilst allowing reasonable risks under the care of staff. The indoor and outdoor play areas have equipment which provides added safety. For example, wooden poles have been covered safely.

Leaders ensure that the setting has excellent facilities in an outstanding environment. They ensure a safe, secure and very well-maintained environment both indoors and outdoors. Leaders ensure that the indoor and outdoor areas promote the children's freedom and independence to experiment, explore and enjoy their play and learning experiences. In the outdoor area, children can play under shelter at small tables or on concrete, bark or grass. The setting has a range of resources which have been arranged carefully to provide excellent opportunities for children to expand and develop their physical and problem-solving skills. For example, a water barrel, large blocks, a play house, a wooden castle, a slide, and a graffiti wall for mark-making.

Leaders ensure that every part of the environment is engaging and exciting. They provide a range of resources and equipment of the highest standard in order to expand and develop the children's creative and imaginative skills. The outdoor area has outstanding provision which provides excellent challenging opportunities for the children. In addition, the children have weekly access to the grounds of a nearby forest school, where they are given opportunities to experiment and learn about nature and additional risks. They can also use the centre's sensory room which provides an unique environment for children to have quiet experiences for relaxation.

Leadership and Management — Good

The leaders have a clear vision for the service that they share effectively with others. The leaders provide a statement of purpose which is up to date, clear and reflective of the service. They exceed the National Minimum Standards and comply with all regulations. Leaders are well-informed about their responsibilities and review policies regularly. They work hard to promote the Welsh language in every aspect of the service and fulfil the obligations of the Welsh Language active offer. The service's day to day leaders are working to establish and develop a close working partnership with the new committee and they are eager to introduce further developments to the service. They ensure that all documentation is well-organised. The appraisal and supervision process is in place. The leaders also ensure that staff receive regular training and are given opportunities to attend courses based on their interests and personal aims. We saw up to date and accurate records, documentation and certificates. For example, staff files are complete and demonstrate a detailed induction process to support staff to pursue their continuous professional development. Children's files include evidence of contracts and consent signatures. Accident records and medication administration records are accurate.

The day to day leaders are working to put a self-evaluation process in place. We saw that suggestions and feedback have been collected from the children, parents, staff and partners and that these are being acted upon. The vision for development is continuous, purposeful and good.

The team of staff is small and collaborates closely. The day to day leaders and the entire team are very good role models. They show respect and trust, and collaborate and communicate effectively. They are very aware of their responsibilities and they are professional in their practice. The staff to child ratios meet regulatory requirements.

There is evidence to show that good partnerships have been established within the centre where the service is based. The leaders and staff have effective and close partnerships with the community, county officials, link teachers, and other childcare services on the same premises. The children's families said that they are very happy with the care their children receive and that they have settled quickly. Staff said that they have settled and that they enjoy working within an active and supportive team. They are happy with their development opportunities and feel that they are fully supported by leaders. Service leaders share information and pictures with parents via a secure app. Literature is shared with parents, such as toilet training and guidance on dummies. They are looking forward to holding more open sessions for parents and welcoming new parents to attend the Ti a Fi session.

Recommendations for compliance with the National Minimum Standards

Add R1. R2 etc and the required wording manually These are not regulations but national minimum standards.

R1. Continue to build and develop the relationship with the new committee in order to introduce strong support strategies for day to day leaders and staff at the service.

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.

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 will 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 during this inspection

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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