Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Pentrefoelas

Ysgol Gynradd Pentrefoelas
Pentrefoelas
Betws-y-coed
LL24 0LE

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

11/04/2024

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About Cylch Meithrin Pentrefoelas

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Ysgol Feithrin Cylch Ti a Fi Pentrefoelas
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	This is the first inspection since re-registration
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children are happy and settled. They are confident communicators as their wants, moods and needs are considered. Children's opinions and interests are valued and acted upon. They are active and express enthusiasm and enjoyment during their play and learning experiences. Children have a sense of belonging, forming friendships and are familiar with routines. They interact positively with their friends and those caring for them. Children are developing their independence skills appropriately.

Staff have an appropriate understanding of their roles and responsibilities to keep children safe and healthy. They have a friendly and warm approach to care giving. Staff organise suitable play and learning experiences.

The people running the setting ensure the environment is safe and clean. The environment has sufficient indoor play space for children to move freely. Toys, resources and equipment are age appropriate. There is an outdoor play area available.

The people running the setting manage it appropriately. However, some improvements are required to meet regulations and standards.

Well-being — Good

Children are happy and enjoy making decisions to follow their own interests. They take part in activities resulting in a good feeling of achievement and high self-esteem.

Children are confident communicators and express themselves well. For instance, children enjoy introducing themselves and showing what they like to play with. Children animatedly talk about their favourite fruits and use the food props to show which ones they like best. They make polite requests at snack time for milk to drink and this is responded to by staff straight away.

Children settle quickly as they are greeted by friendly staff. They are familiar with the daily routines and show how they wash their hands after using the toilet and before eating. Children prepare themselves well for home time, for example, putting on their coats and collecting their personal belongings.

Children interact positively with their friends and those caring for them. They enjoy the social occasion of snack time and sit at the table maturely. Children are practising good manners and learning to share and take turns. For example, friends take turns to thread the wooden fruit shape objects and share the variety of cutters to mark make on their play dough creations. Children are learning about empathy and kindness. For instance, a child showed how they cared for their baby doll, they cuddled and wrapped their doll up warmly before placing in the pram.

Children are enthusiastic and interested in their play and learning. They enjoy a good range of interesting opportunities indoors. For example, children excitedly talked about painting their cardboard cut out lambs. Lively discussions were heard between friends about the lambs they have on their family farms. Children spoke to staff about the lambs with black heads and white bodies and showed how they painted their craft lambs to look like the ones on their farm. Children enjoyed the activity about learning about the life of a frog. They explored the related props and pictures to bring the story and learning to life. Children enjoy learning about what happens to the trees during springtime and showed with their hands how the flowers wake up and blossom.

Children enjoy making their own decisions about what they want to play with and follow their own interests appropriately. Friends enjoyed experimenting with rolling cars across the floor to see which one would win the race. Children feed themselves well at snack time but there are missed opportunities to develop their independence skills further as staff serve them their food and drink. Children enjoy independent play in the home corner, developing their imagination well as they prepare a meal, arranging toy pizza slices carefully on a tray.

Care and Development — Adequate

Staff know the children well. They have a warm and friendly approach to care giving. Staff value children's efforts and take delight in their achievements.

Staff understand most of their role and responsibilities to keep children safe and healthy. They have an appropriate understanding of safeguarding procedures. Staff record children's and their own attendance as part of their wider safeguarding practices to ensure there is a clear audit of who is caring for which child and at what times during the day. They encourage children to wash their hands but do not always follow current infection control guidance fully to make sure children are developing their personal hygiene effectively. For instance, staff did not change the water in the sink after each child had washed their hands. When discussed with the person in charge, she took immediate action to address this matter. Staff have completed mandatory training suitable for the age range of children being cared for. The person in charge told us staff and children complete fire drills with the hosting school, but these had not been recorded to evidence they had been undertaken. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Staff complete accident and incident records basically and these have been signed by parents / carers to evidence they are kept informed. Staff promote most healthy lifestyles appropriately; they provide healthy snacks with drink options of milk or water. However, we did not observe outdoor play opportunities for children to develop their physical skills in the fresh air.

Staff provide a homely environment and cuddle children when needed to provide comfort and reassurance. They encourage children to be polite and use good manners. Staff provide a consistent and timely response to children's requests and are sensitive to their individual needs.

Staff are at the early stages of developing a more responsive approach to planning activities and implementing a new system to track children's progress. Staff told us how they will use these observations to aid the child's next steps in their play, learning and development. Staff organise interesting learning experiences for children. For example, the person in charge organised a lovely interactive activity to teach children about the changes of the seasons and about wildlife. She used a variety of props to bring children's learning to life. Staff led a lively discussion with children about their life on the farm, and this helped to develop their language and communication skills well.

Environment — Adequate

The people running the setting provide a welcoming, secure and clean environment where children can play and learn suitably. There is an outdoor play area, but this was not in use during the time of our visit and equipment, toys and resources were stored away in the shed.

The people running the setting have completed risk assessments to appropriately identify the potential hazards to children and what measures are in place to manage these risks. Most health and safety checks have been undertaken. However, the responsible individual has not presented the certificate for the most current heating safety check. Information is available to everyone about how they will deal with emergencies. Some items in the first aid box have expired. Staff supervise children appropriately during their play and learning activities.

The people running the setting make sure the layout of the playroom promotes children's independence enabling them to freely explore and make their own choices about what they want to play with. There is a designated area for children to store their personal items and this creates a sense of belonging. There is a beautiful display of children's artwork, and this shows children their efforts are valued. Toys and resources are suitable for the ages cared for and children have access to appropriately sized furniture.

The people running the setting make sure the indoor storage of equipment and resources are suitable and accessible to children. They raise children's awareness of their Welsh heritage through a variety of wall displays. Areas of learning lack definition in order to help support children develop their knowledge, natural curiosity and interests. There are some natural and re-cycled resources to develop children's sensory, language, numeracy and self-awareness skills.

Leadership and Management — Adequate

The people running the setting manage the service appropriately. However, improvements are required to meet regulations and standards.

The people running the setting have an up-to-date statement of purpose which reflects what the setting offers. Policies and procedures are in place, but these have not been recently reviewed and updated. The responsible individual has submitted the assessment for service statement to Care Inspectorate Wales (CIW) and is notifying CIW of any significant events at the setting. The people running the setting have a good understanding of their responsibility to promote the Welsh language, actively promoting both the language and culture of Wales.

The report reviewing the quality of care is informative and reflects on what the setting does well, what requires improvement and what the vision is for the future. However, they have not included the views of staff and external agencies to fully evaluate the setting.

The people running the setting ensure they and staff have a current disclosure and barring service (DBS) certificate. The responsible individual has made improvements to the staff employment files, but not all of these contain the required information to ascertain staff suitability. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. The people running the setting have collated the required information in the children's individual records. Staff we spoke with said they enjoy working at the setting and feel supported in their role. The people running the setting conduct supervisions informally with staff to discuss their practice, training, safeguarding concerns, and development. However, there is no record of these one-to-one discussions taking place. Annual appraisals with staff are being recorded and these are pending for this year.

The people running the setting have built positive partnerships with parents / carers, with the school and community. Parents / carers we spoke with said they are 'very happy with the setting' and their children are developing 'positive self-confidence'. Parents / carers said 'staff are fantastic', 'friendly' and 'approachable'. The setting works closely with the hosting school to help children transition to full time education, familiarising themselves with the school environment, staff and children. The people running the setting encourage community engagement and as a result children have participated in local walks and joining in at the school Eisteddfod to help improve their awareness and social skills.

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	The responsible individual must ensure fire drills are carried out at least every 6 months, recognising that children benefit from more frequent practice. The responsible individual must ensure these are recorded to evidence they have been undertaken.	New
28	The responsible individual must ensure all of the required information is collated in the staff employment files to ascertain the staff member's suitability for their role in caring for 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 7 - Opportunities for play and learning	Organise defined areas of learning and experience to support children develop their knowledge, natural curiosity and interests.
Standard 5 - Records	Make sure recording of accidents and incidents are detailed.
Standard 13 (Day Care) - Suitable Person	To formalise regular one-to-one supervision with staff to capture the quality of their practice and discussion of any safeguarding concerns.

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)
Review policies and procedures regularly.

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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