Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Nawmor (Cenarth)

Cenarth School
Cenarth
Newcastle Emlyn
SA38 9JP

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

11/11/2024

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About Cylch Meithrin Nawmor (Cenarth)

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Nawmor (Cenarth)
Registered places	18
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	This was their first inspection following registration
Is this a Flying Start service?	Funded spaces are available
Does this service promote Welsh language and culture?	This service anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use the service.

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

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

Summary

Children are happy, relaxed and have good relationships with staff and each other. They have opportunities to make decisions for themselves and their needs and preferences are met. Interactions between the children and staff are good. Children enjoy their play and are focused on their chosen activities, developing a range of independence skills.

Overall, staff understand their roles and responsibilities in keeping children safe and healthy. They implement good and positive behaviour management strategies. Staff encourage child development through play.

People who run the setting ensure the environment is safe, secure and well-maintained. All areas indoors and outdoors are organised, and resources are suitable for children's needs, stages of development and are accessible to them.

People who run the setting do not comply with all regulations and many relevant requirements within the National Minimum Standards. Following the inspection visit, people running this setting are implementing change. They keep some records and certificates in order. They organise staff effectively and partnerships with parents are good. Overall, leadership and management of the service is adequate.

Well-being Good

Children are happy, relaxed and have good relationships with staff and each other. Children confidently approach staff for support with opening packaging during lunch, *“Can you help me?”* Children have opportunities to make decisions for themselves. For example, they choose in which areas they want to play and access the indoor and outdoor environments. Their needs and preferences are considered. For example, whilst creating play dough with ingredients, children who did not like the feeling of dough were provided a spoon to stir the mixture. Children feel a sense of achievement. They smile as they are praised for naming colours in Welsh.

Children have a good sense of belonging. They feel confident within their environment and settle well to play amongst their friends. Children know their routines well. For example, tidying the resources away successfully. They understand the need to wash their hands before eating.

Interactions between children are good. They show respect and care towards others. For example, celebrating one another’s accomplishments, *“well done you can do it”* as a child successfully showed ‘thumbs up.’ Children show kindness towards one another by sharing resources whilst decorating the Christmas tree.

Children enjoy their play. They were focused on the activities offered to them. Children chose which food colouring they wanted to add to the play dough mixture and with support from staff make different shapes. Children concentrate on tasks and their chosen play areas. They enjoy their activities, and this is apparent as they play outdoors, accessing the ride on toys and painting on the screen. Children preserve for a period of time as they mix paint colours to create a ‘rainbow.’ Others show enjoyment when they work together, pushing one another on the ride on toys. Children develop Welsh language patterns through singing and discussions. They enjoy taking part in group discussions whilst sat at the table with staff members.

Children are developing some opportunities to become independent. They access the sink independently, use the liquid soap dispenser without support, before proceeding to wash their hands. Children are encouraged to put on their coats before outdoor play. They develop a range of skills and show good fine motor skills by using tools for activities. Children are able to develop their independence at snack time, opening packaging and feeding themselves. Children show an awareness of names of colours, counting and numbers in Welsh.

Care and Development — Good

Overall, staff understand their roles and responsibilities in keeping children safe and healthy. They implement appropriate cleaning and hygiene practices. Staff make sure all children wash their hands before eating and tables are sanitised before children eat their foods. Staff prepare healthy choices for children during snack times, which include fruit and a choice of water or milk. Children bring their own packed lunches and drinks.

Discussions with nearly all staff demonstrate they understand the need for good safeguarding practices. However, a minority are not clear of the process to follow if an allegation is made against the leader. The leader understands the procedure and their role and responsibility if there was a child protection or safeguarding concern. Records of medication, incidents and accidents are recorded and signed by staff and parents. All staff have completed paediatric first aid training, safeguarding and child protection training. Nearly all have completed food hygiene training. Staff have a good awareness of children's allergies and intolerances. Nappy changing procedures are not always carried out in line with policy and procedure, as not all staff ensure they wear appropriate PPE and sanitise the changing areas after each change.

Staff understand the behaviour policy and implement good behaviour management strategies when needed. They have calm discussions with children when there is a situation where children want the same resources. For example, children are encouraged to share and take turns whilst playing with the play till. Staff demonstrate positive encouragement towards children. They praise children for finishing their snacks and for tidying nicely. Staff are good role models. They encourage children to say '*Diolch'* and praise them for helping, *"da iawn am helpu."*

Staff encourage learning through play. They encourage children to count the number of cups of flour as they prepare ingredients to make dough. Staff have discussions with children about the colours they use during an outdoor painting activity. Staff plan their activities and play provision appropriately ensuring children have resources in relation to the themes and children's interests. However, the planning is not skill specific. They have a good understanding on the Curriculum for Wales and are developing ways to plan and assess effectively. Staff promote the knowledge and understanding of different cultures and diversity by celebrating festivals such as Chinese New Year. Staff promote Welsh dimension celebrating Santes Dwynwen day and Dydd Gŵyl Dewi. Staff assess children's progression through assessments and observations and use these to plan for children's next steps.

We viewed examples of children’s work and observations, however not all samples and observations are dated. Staff have a good understanding of additional learning needs. They identify children’s preferences, needs and targets for individual development.

Environment — Good

People who run the setting ensure the environment is safe, secure and well-maintained. For example, the entrance is securely locked. A visitor's book, children's and staff registers are in place ensuring the safety and security of the children and the setting. The setting is located within a primary school. It provides a clean and warm environment. Overall, people who run the setting conduct appropriate risk assessments and implement cleaning routines. However, further risk assessments were developed during the inspection process to include the outdoor area, outdoor activities and the setting's pet. During the inspection visit, portable appliance testing had not been undertaken. Following the visit, we received confirmation this has now been undertaken. Maintenance and fire checks are up to date. Regular fire drills are recorded; however these do not include a record of the actual time of the drill.

The indoor play area is spacious and effectively organised. The environment creates a sense of belonging with individual name pegs for children and displays of children's achievements including their artwork. There is a designated quiet space for those needing a rest. Appropriate fittings and furniture are at a suitable height for a child, such as the toilets, sinks, tables, and chairs. There is ample space for children to play and learn. The layout of the room allows the children to move around freely and safely. Children's toilets are accessible directly from the playroom, promoting their independence in managing their personal needs.

Resources are accessible and stored at low level for children, with a choice of toys and resources enhancing their play and learning. People who run the setting provide resources to develop children's creativity, language, mathematical development, imaginative play and curiosity. The outdoor area is enclosed and provides an effective learning space for children, which include opportunities for water play, mark making, a mud kitchen for imaginative play, a sheltered outdoor classroom and resources which promote physical development. There is a range of resources that promote cultures and diversity, which include dolls and books.

Leadership and Management — Adequate

People running the setting have adequate knowledge of their regulatory responsibilities. The leadership and management of the setting is developing following the inspection visit. The person in charge is organised and has a clear vision for the future of the setting. They ensure relevant policies are in place and are current. However, during the visit these had not been signed by the committee to evidence that they remain relevant to the service provided. Following the visit, they have confirmed this is now in place. People running the setting ensure that most of the required documents are in place. We viewed children's files and found minimal permissions were in place. Following the visit, the person in charge has further developed permissions to include going on a local walk, the application of suncream and plasters, face painting, social media and healthy snack.

During the inspection visit, the statement of purpose did not include all the information required by regulation and the National Minimum Standards. The statement of purpose was updated following the visit to include the current opening times, the correct number registered for and information on the settings pet, however, is still missing information on routines. This is noted as an area for improvement, and we expect the provider to take action. The person in charge ensures daily registers reflect the number of children and staff present. These records show ratios are correct and adhered to. Public Liability insurance is in place.

Informal staff meetings are conducted to discuss changes, concerns, events and updates. However, opportunities for one-to-one supervisions and annual appraisals are not in place. Staff spoken to during the visit felt opportunities to attend training to develop professionally are limited. This is noted as an area for improvement, and we expect the provider to take action.

People running the setting have reviewed the quality of care they provide. They seek feedback from parents via termly questionnaires as well as feedback from staff through meetings and general conversations. However, the provider failed to submit the Self-Assessment of Service Statement (SASS) as required by regulations. This is noted as an area for improvement, and we expect the provider to take action. People running the setting provide an 'Active Offer' of the Welsh language.

People who run the setting follow adequate recruitment processes. Overall, they ensure suitability checks including Disclosure and Barring Service checks are in place for nearly all staff. However, the provider does not ensure all staff have the required references in place prior to employment. This is noted as an area for improvement, and we expect the provider to take action. Staff told us they feel happy and well supported in their roles by the person in charge, and there is an open-door policy for discussions.

Qualifications of staff meet requirements, and they have mandatory training in place. People running the setting do not make a conscious effort to inform Care Inspectorate Wales of changes to the setting.

Partnerships with parents are good. Parents spoken to during the inspection spoke highly of the setting, *“They are fantastic. We’re very happy with the provision. There is an open-door policy if we have any concerns.”* Parents feel well-informed and staff are very approachable and accommodating about children’s personal needs. They share information verbally about recent activities as well as on a private social media page. They also organise open days twice a year for parents to attend.

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.

Area(s) for Improvement		
Regulation	Summary	Status
17	The provider is non compliant as they have failed to submit the SASS.	New
15	The service provider is non compliant as they have failed to ensure the statement of purpose includes the information required by regulation and National Minimum Standards.	New
29	The service provider is non compliant as they have failed to ensure staff receive regular one to one supervisions and annual appraisals, along with opportunities to develop professionally by attending training courses.	New
28	The provider is non compliant as they have not ensured all staff members have two references in place prior to starting employment at the setting.	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 20 - Child protection	Ensure all staff members are clear of the process to follow if an allegation is made against the leader.
Standard 10 - Healthcare	Ensure all staff members follow the procedure within the nappy changing policy.
Standard 7 - Opportunities for play and learning	Consider including the development of key skills within the planning of activities.
Standard 24 - Safety	Further develop fire drill records to include the actual time of the drill.

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)
Ensure samples of work and observations are dated to track progress as well as regression.

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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Date Published 23/01/2025