Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report on

**Mes Llwynderw**

**Ysgol Gynradd Gymraeg Llwynderw**
**West Cross Lane West Cross**
**Swansea**
**SA3 5LS**



## Date Inspection Completed

26/10/2022

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# About Mes Llwynderw

| | |
|---|---|
| Type of care provided | Children's Day Care<br>Full Day Care |
| Registered Provider | Mes Llwynderw |
| Maximum number of registered places | 60 |
| Language of the service | Welsh |
| Date of previous Care Inspectorate Wales inspection | First post-registration inspection |
| Is this a Flying Start service? | No |
| Does this service provide the Welsh Language 'Active Offer'? | Yes. The service provides an 'Active Offer' of the Welsh language.<br>It 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** |

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

## Summary

Children are well settled, happy and enjoy their time at Mes Llwynderw. They have a good sense of belonging and they develop positive relationships and friendships. Children make effective decisions about what they wish to do. Children interact well and express enthusiasm and enjoyment in their activities. They feel safe and have formed close relationships with staff.

Practitioners are kind and provide responsive care to the children. They have received recent training on safeguarding procedures and have recently adapted their practice to follow procedures more robustly. They interact satisfactorily with children and plan suitable activities.

Those responsible for running the setting have robust measures in place to ensure that the environment is safe. The environment offers pleasant play areas indoors and outdoors. The environment enables children to become familiar with the school environment and facilitates their transition. Those responsible for running the setting ensure that the environment meets the needs of the children and enables them to have access to a good range of age-appropriate resources, stimulating their imagination and their interest.

Those responsible for running the setting have a clear vision for the service and it is managed comparatively well. They ensure that staff are supported and have made significant improvements recently to tighten up safeguarding procedures. The system for staff supervision and appraisal is not fully operational. Welsh is the main language used and the service provides the 'Active Offer' for the Welsh language.

## Well-being — Good

Children enjoy their time in the service. They arrive happy and cope well with parting from their parents. They settle quickly and go straight into free play. They really enjoy outdoor activities and are excited to go on a treasure hunt and identify items they have found such as leaves and conkers. They are very proud of their achievements and are keen to show what they have found.

Children have a strong voice and make choices confidently, knowing that practitioners will listen to them. For example, they make effective choices at snack time and choose to eat an apple, a banana or an orange or a little of each. A number of children enjoy cooking in the home area and decide intelligently on what they want to put in the oven.

Children communicate confidently with each other and also interact well with adults. They show respect to one another and share resources appropriately. For example, in the outdoor area they chat together in a relaxed manner and discuss amongst themselves when playing with equipment. A number of children work together well with their peers and also work well in a group. Almost every child has developed close relationships with staff who know them well, and they know they can approach staff if they need help.

Most children are confident when expressing their ideas and needs. They express their feelings skilfully during circle time and expand upon their responses by explaining why. For example, one says that she is happy because her mother is coming to collect her that day and another child mentions they are happy because they are going to the park to feed the ducks after leaving Mes Llwynderw.

Children are enthusiastic and have a sense of achievement from their play and learning. They enjoy a good range of opportunities and move confidently between activities. Children participate in and focus on activities chosen by them and in staff-led tasks. For example, children persevere for extended periods in using a hammer to knock plastic nails into the pumpkins and in colouring a pumpkin. Children have a sense of pride from their achievements, and smile when receiving praise from staff.

Children have some good opportunities to develop their independence skills, which enables them to do things for themselves successfully. For example, most can identify and collect their belongings independently, pour water for themselves and cut with a pair of scissors. In addition, they use tongs skilfully to pick out fruit from the basket and place them on the table.

## Care and Development — Good

In general, staff follow safeguarding procedures. The setting has a robust policy on child protection and has updated it during the inspection. Many of the staff have had safeguarding training and have a good understanding of the setting's child protection policy. A number have revisited the safeguarding policies recently and they have been discussed in staff meetings. However, in one case, the safeguarding processes were not sufficiently robust. Staff have responded very positively to the recently introduced changes and have read and understood the new procedures introduced.

Staff understand policies and procedures to promote healthy lifestyles and implement them. For example, they encourage children to eat and drink healthily and to take part in physical activities and use the outdoors. They follow cleaning and hand washing practices scrupulously and encourage children or support them to do likewise. Staff ensure they follow robust procedures to ensure children are healthy. They have appropriate first aid kits which are checked regularly and staff treat any minor injuries effectively. They keep relevant records of any accident or incident. Staff support children with medical conditions effectively and ensure that they have a care plan if necessary.

In general, staff work together well as a team, and everyone is aware of their roles and responsibilities. They support the children's welfare effectively and ensure they feeling at home there. As a result, children are in their element with the care provided by enthusiastic staff.

Staff follow a positive behaviour policy effectively and reward children appropriately for behaving well. For example, they praise children for counting to ten independently and occasionally give them stickers for their achievements. Staff create a relaxed atmosphere by taking an interest in the children and as a result they know the children very well. They understand their individual needs, abilities and preferences well and interact positively with them. They immediately target children's skills in a sensitive manner. However, the way they interact does not really provide the best opportunities to extend the thinking skills of each child as the use of questions is not effective enough.

Practitioners provide the Welsh language active offer and take the opportunity to immerse the children in Welsh. This has a positive impact on children's language development.

## Environment — Good

Those responsible for running the service provide a safe, appropriate and welcoming environment. There is an electronic system available in some areas and the outdoor areas are protected by fencing and walls. Effective procedures are implemented to ensure no unauthorised persons can have entry to the setting. Entry and departure from the setting is secure: no one can enter or leave the setting without staff permitting it. They keep a record of all visitors to the service and check identity badges.

Those responsible for running the service ensure that appropriate risk assessments are in place. During the inspection, they updated the risk assessments for the club and wrap around provision to ensure that they were comprehensive.

Those responsible for running the setting ensure that effective arrangements are in place to ensure the environment is kept clean and that good hygiene practices and infection control methods are maintained. All equipment safety checks are current and the paper work is in order. Those responsible for running the setting hold regular fire drills together with the school, and keep a record of them. However, there is no record of fire drills for the after school club.

Those responsible for running the setting ensure that children have easy access to the outdoor area and they provide dedicated learning areas and opportunities for children to explore. The environment provides opportunities for children to develop their physical skills as well as their creative skills.

Those responsible for running the setting ensure that every child has access to a wide range of play and learning resources. The resources are of good quality and appropriate for the age and development of the children and there sufficient resources are supplied to ensure that children have variety and good choice. These include building resources and sensory, small world and role play activities. The resources contribute to the development of the children's personal and social skills, language skills and mathematical skills. Children have easy access to the resources as they are stored at a low level or within reach.

## Leadership and Management — Adequate

Those responsible for running the setting are dedicated to making improvements. There is a comprehensive statement of purpose available and this clearly reflects the service provided. They have robust policies and they ensure they are regularly updated and modified. They have pro-actively implemented the recommendations of the registration inspection.

Those responsible for running the service have improved safeguarding procedures. They have updated the safeguarding policy to ensure that there are clear procedures in all cases. During one incident, they did not follow the policy entirely correctly. They have tightened up somewhat on the transfer of children at the end of the session and in transferring from school to club and the procedure is now significantly more effective. They have ensured that everyone involved with the service has a robust understanding of their safeguarding responsibilities. They are now in compliance with the regulations.

Those responsible for running the setting manage the staff appropriately on a daily basis. They are placed in a well ordered manner in order to comply fully with staff ratios and children's needs. Staff members confirmed that they feel well supported in their roles. However, one to one meetings are not recorded and the process is not sufficiently robust at present. Recently, those responsible for running the service have started to hold regular staff meetings to share information more effectively.

Those responsible for running the setting follow recruitment processes but do not always ensure that all suitability checks are kept in good order in one place. They provide a good induction procedure for new staff, and they promote continuous professional development training. They arrange for all staff to receive paediatric first aid training to ensure that everyone has a suitable qualification.

The partnerships with the school are very good. The majority of parents are happy with the service although some mentioned that communication with them was not strong enough. They told us that they are happy with the care and that their children enjoy attending.

## 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. Formalise the process of holding one-to-one meeting with staff

R2. Ensure that one member of staff for every ten children has a current first aid certificate, and that it is appropriate for the age of the children in their care

R3. Ensure that staff interact in a way that develops children's thinking skills

R4. Ensure that a record of fire drills for the after school club is maintained

R5. Ensure that all members of staff continue to follow the new safeguarding procedures at all times.

| 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 |

| 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. |

**Date Published** 13/12/2022