Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Teulu'r Tyle

Ysgol Tyle'r Ynn
41, Llansawel Crescent
Castell-nedd
SA11 2UN

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

23/10/2024

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About Cylch Meithrin Teulu'r Tyle

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Teulu'r Tyle
Registered places	24
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	This is a Post Registration inspection.
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	The service provides an 'Active Offer' of the Welsh Language. It anticipates, identifies and meets the Welsh Language and cultural needs of the people who use, or may use, the service.

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

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

Summary

Analysis & Your Feedback:

Children confidently communicate their wishes, and their needs are fully considered. They have good opportunities to make choices and their interests are valued. Children are happy, settled and have formed close relationships with their peers and staff. They are active in their play and express enjoyment whilst developing their independence skills.

Staff implement policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. They manage risks and are knowledgeable in their responsibilities to protect children. Staff plan activities carefully and ensure children are supported in their learning.

Leaders have policies in place to ensure everyone understands their responsibilities to keep children safe. They ensure the environment is secure and overall, well maintained. Leaders setting have good health and safety measures in place and minimise most risks to children.

Leaders are committed to ongoing improvements. They understand their regulatory responsibilities and ensure staff training is managed. They have established strong partnerships with parents and local community.

Well-being Good

Children are happy and enjoy the freedom to make decisions and choices in their play and learning experiences. They are given numerous opportunities to have their voices heard and express their opinion. For example, children asked for paper in the marking area, chose to prepare potato soup in the role play kitchen and spent time engrossed in colour matching resources. During snack time, they are confident to say when they have had enough to eat and ask when they wish to go to the toilet. For example, "*Ga i fynd i'r tŷ bach?" ("May I go to the toilet?"), "Ga i sychu trwyn? ("May I wipe my nose?"), "Gai mwy plîs?"* ("*May I have more, please?"*).

Almost all children are settled in the setting and enjoy the company of new friends and staff. They have started to develop good relationships with their peers and chat happily amongst themselves. They are comfortable with visitors. For example, children tell us to catch the various coloured ball they are throwing and ask to throw them back so they can show their catching skills proudly. Children develop strong relationships with their peers and enjoy playing and tidying up together. During a circle time session, they enjoy chatting and naming their family members, with some telling stories confidently about animals in their homes. Children develop a clear understanding of their identity. For instance, they enjoy focussing on the theme of Halloween, bilingually naming objects whilst exploring a sensory tough tray full of coloured beans and pumpkins filled with spiders and insects. They are enthusiastic and recount their experiences of caterpillars turning into butterflies with clear evidence of their understanding and language skills. Children have numerous opportunities to play and learn this theme through arts, crafts and storytelling.

Children enjoy using a range of real equipment in the role play kitchen and outdoor mud kitchen such as saucepans, jugs and stirring spoons to make soup. They enjoy story time and listen and concentrate contently. Children are adventurous and busy. For example, when they take turns and play on sit and ride on toys. Children develop sound independence skills as they enjoy self-registering on arrival. They build confidence and self-esteem in leading with independent tasks, such as ensuring they serve themselves at the rolling snack table. Children independently use the toilet, wash their hands, wipe their nose, tidy up, eat, play and put on their coats before playing outside.

Care and Development Good

Staff understand their responsibilities to safeguard children and promote the health and well-being of children in their care. They understand the safeguarding policy and procedures and we saw flow charts around the setting displaying contact numbers so that staff can raise concerns. Staff training on safeguarding children has been completed. However, not all staff have completed Prevent Duty training. There are correct procedures in place for recording accidents and incidents and staff have up to dated first aid training certificates. However, a record of pre-existing injuries is not being maintained. There are clear arrangements in place for staff to keep children safe with regard to allergies. They have robust hygiene procedures. Staff wipe tables down before mealtimes and encourage the children to consider their personal hygiene when washing their hands with soap and drying their hands independently. Staff prepare healthy snacks, such as rice cakes, tangerines, plums and grapes for children at snack times. Staff remind children their water bottles are on trolleys nearby. The nappy changing process adheres to ensuring children's privacy and dignity is maintained. They have a clear policy and accurate nappy changing records. Staff use safe procedures to escort children to the centre's toilets and support them to be independent. Staff understand their requirements to support children with additional learning needs and we saw evidence of working effectively to support individual children during our visit.

Staff are kind and show respect towards the children. They know the children well and are good role models. Staff have established warm relationships and interact in a supportive and comfortable manner. They offer a balanced timetable providing children with routine and the freedom to make decisions for themselves. Staff model the Welsh language clearly and correctly when chatting which has a positive impact on open and natural interactions with the children. They provide opportunities to enjoy mealtimes in a social manner around the table and staff sit beside the children to provide reassurance, support, and praise. They introduce strategies to manage children's behaviour and encourage good practice such as tidying up and working together kindly.

Many staff know children well and provide detailed information about children's needs and routines. They have a good understanding of children's individual skills. Staff keep clear and purposeful observation records which effectively feed into their planning process. We saw evidence of children's individual progress being recorded which captures children's experiences and achievements. This information is shared with parents and the school in the process of transition. Many staff have a very good understanding of children's rights and diversity and are committed to providing a range of play and learning activities which are age appropriate.

Environment — Good

Leaders have effective measures and policies in place to ensure everyone is safe and records are up to date. Leaders ensure all fire equipment is serviced and understand their responsibilities around building safety requirements to ensure children's safety. They ensure the environment is safe, secure, and well maintained both indoors and outdoors. All visitors sign in on an electronic system both at the school reception and sign the visitor's book at the setting. Leaders offer a welcoming, warm, and homely environment with clear entrance and exit points. They carry out regular fire drill and evacuation processes with the whole school. There are designated fire marshals for the setting who complete, and document checks correctly. Leaders ensure risk assessments are reviewed and updated when the need arises.

Leaders maintain a notice board with a record of daily information which includes a range of regulatory requirements. They ensure the environment has a good indoor play space for children to move freely. They offer an environment which includes a safe entrance area for arrivals and a confidential area for discussions with parents, as well as ensuring all records are stored confidentially. There is a cordoned off updated kitchen area to which children have no access where snacks are prepared safely. Leaders provide a range of indoor learning areas which enable children to explore and develop new skills. They also ensure the outdoor area is enclosed, offering an extensive space for children to play. Children are always supervised, and practitioners understand levels of risks.

Leaders ensure children have access to a range of good quality play resources indoors. In the outdoor area, they provide an open space with an extensive range of good quality equipment offering opportunities for children to develop further physical, imaginative and problem-solving skills. Leaders ensure all resources are age-appropriate, providing children with variety, choice, and opportunities to explore and learn. For example, a construction area, role play area, craft area, waterplay, small world resources, cars, trikes, a mud kitchen and various climbing apparatus.

Leadership and Management — Good

Leaders maintain and share an up-to date statement of purpose and keep a file of policies and procedures which are in line with the National Minimum Standards. They review policies annually to ensure they reflect the setting's practice. Leaders understand their regulatory responsibilities and consistently document their practice and procedures in an organised and confidential way. Leaders have developed a system for undertaking both staff appraisals and supervisions and we saw this process in place. They ensure staff files are complete, and all information is readily available. Other records such as children's files, staff rotas and documentation are also in place. Leaders ensure a staff notice board, located where all staff have access to it, provides up to date information regarding daily child numbers, ratios, and responsibilities and we saw this being implemented effectively.

Leaders provide a detailed annual self-evaluation review. They carefully consider the views of parents, staff, and children to maintain standards and ensure improvements are made as part of an action plan. Leaders manage staff well. They told us they always ensure sufficient staffing levels and have maintained an established staff team. Staff told us they are happy and are complimentary of the support and training they receive from their leaders. During the inspection we saw evidence of mandatory training and that some staff have completed extensive training around fire safety, allergies and health and safety. Staff told us they are confident in their individual roles and responsibilities and welcome opportunities to share examples of good practice. Staff are happy to offer information about daily routines, safeguarding responsibilities, staff meetings and supervisions.

Leaders have worked hard to establish strong partnerships with parents. They enjoy collaborative working with a variety of professional partners, especially the school where they are located. They strive to implement guidance and support received to improve children's experiences and smooth transition into school. Leaders confirmed they take part in the school concerts and Eisteddfodau. Additionally, leaders confirmed that they also welcome the school nursery teacher into the setting once a month to undertake a session with the children in order for the children to become familiar and confident with her. They told us of their plans to continue improving the environment. They use their community through visits to nearby shops and parks. Parents questionnaires informed us that their children enjoy attending the setting and have made many friends. They told us that leaders and staff are supportive and ensure they keep them informed through verbal updates, social media platforms and newsletters.

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
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

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 that all pre existing injures are recorded in relation to children attending the service .
Standard 20 - Child protection	Ensure that all staff have attended Prevent Duty training.

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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