Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Ysgol y Bedol

Ysgol y Bedol
Folland Road
Garnant
Ammanford
SA18 2GB



Date Inspection Completed

31/01/2025

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About Cylch Meithrin Ysgol y Bedol

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Ysgol y Bedol
Registered places	24
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	This is the first inspection following registration.
Is this a Flying Start service?	Yes
Does this service promote the 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	**Excellent**
Care and Development	**Excellent**
Environment	**Excellent**
Leadership and Management	**Excellent**

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

Summary

Children are confident communicators and have a strong sense of belonging. They interact happily with practitioners and each other and know that practitioners will listen to them. Children choose where they would like to play and are able to take part in a variety of purposeful activities that enables them to develop their independence skills.

Practitioners follow policies and procedures skilfully to promote healthy lifestyles, safety and well-being. They use am effective approach to support children to settle quickly and promote their curiosity when playing. Practitioners observe carefully and plan for the next steps to meet the needs of children and respond to their interests.

Leaders provide excellent measures to ensure that everyone understands their responsibilities. They offer an environment that is very well-maintained. Leaders provide an exceptional variety of resources that are age appropriate for the children and real life items to develop their overall developmental skills.

Leaders understand their responsibilities in regards to complying with relevant regulations and exceed on the National Minimum Standards. They have an exciting vision for the future. They have a skilled team of experienced practitioners and have developed very strong relationships within the school where the setting is located, as well as with parents, and a number of professional workers.

Well-being Excellent

The children are confident and make choices that affects them. For example, when hearing an aeroplane whilst eating a snack, children ran out to the outdoor area confidently and eagerly to look up to the sky. Children are given exciting opportunities to make choices. For example, they are given freedom to explore the environment and make choices such as making dough or experimenting on the Chinese board. During snack time, children are confident when asking *“Ga i neud y dŵr a’r llaeth?” (Can I prepare the water and milk?)* They enjoy their responsibilities and take pride in making decisions for themselves.

Children settle well in this setting and are familiar with the homely and calm routine. They have developed strong and close relationships with their friends and practitioners and have a strong sense of belonging. For example, children say the names of practitioners excitedly and are eager to show their achievements, such as when they have finished an activity of their lunch.

The interaction between children and practitioners is warm and friendly, and children work together eagerly. For example, children continuously join different friendship groups and learn to share in an effective manner. They respond and communicate by showing care and fondness, and listen to others with interest. For example, during a daily language and speech session where small groups of children come together, they laugh and compliment each other when hearing their friends' answers. They fully engage and show respect towards others and the setting. For example, they keep each other seats at the table during lunch. They are comfortable with visitors and are confident to include us, such as being invited to accompany them whilst getting their lunch from the canteen.

Children are very happy in their play and take every opportunity to join in with the activities available to them. They concentrate for extended periods of time and talk and sing confidently with practitioners. They are excited when exploring their environment and the setting provides innovative learning opportunities. For example, children take part in the planning process and consider the snack menus and activities for the following week. This leads to having a chance to order the food and the number that is needed online on a large digital screen. When following the process further, they greet the supermarket worker who arrives at the site with the items that were ordered. We saw strong evidence that the children thoroughly enjoy collecting the items by using small baskets and shopping trolleys and transferring them to the kitchen on site. The weekly process allows children to learn about various foods, numbers, money, sources, and the children's individual needs and it also develops their social skills whilst meeting new worker every week.

Children enjoy their independence and show this regularly by saying, *“fi’n gallu neud e!” (I can do it).* During breakfast time, children enjoy helping themselves to scrambled eggs and toast, and eat confidently without any help. They are able to use the toilet independently and wash their hand confidently.

Care and Development — Excellent

Practitioners understand the policies fully and implement them consistently. They promote healthy lifestyles and the children's personal safety and secure their well-being. They are able to explain confidently the setting's safeguarding policy and understand their responsibilities with regard to child protection. Each member of the team has completed safeguarding training and understands their responsibilities. Practitioners have completed first aid and food hygiene training and ensure that every accident, incident and medication record are recorded, signed and shared with parents. Practitioners are knowledgeable about the children's allergies and ensure that they follow sound procedures. They ensure that the nappy changing process is followed fully, where the children's dignity is respected. Practitioners implement clear cleaning and hygiene practices. They plan and prepare a healthy breakfast every day by considering each child's needs. Also, they support children to enjoy their lunch and ensure they are close to them to talk and promote good morals.

The interacting is warm and consistent and practitioners show kindness and interest in every aspect of their practice. They are fully aware of the children's needs and take every opportunity to develop interacting skills by giving careful answers and the use of correct language verbally. Practitioners listen carefully to children, and their feelings and needs are respected, acknowledged and valued. They name each child when communicating with them and know the children very well. They praise children and congratulate them when succeeding, such as completing a personal task such as wiping their nose. Practitioners reinforce the Welsh language regularly and talk with the children in a respectful manner, by showing consideration, pleasure and care in everything they do. They manage the children's behaviour carefully by incorporating their understanding of sharing and taking turns in a positive manner.

Practitioners support children to improve their curiosity and problem solving skills. For example, when children develop their fine motor skills in the minibeast tub, they encourage them to concentrate and take their time to use the holding equipment to transfer them to fill the equivalent coloured bowls. Practitioners are passionate in their work to develop and improve children's play and language experiences as well as their individual skills consistently by acknowledging when they need reassurance and support. For example, when children show an interest in tidying the leaves on the yard outside, practitioners recommend the use of brushes and cleaning equipment and children thoroughly enjoy completing the task to a good standard. They have an excellent and innovative understanding of diversity issues and fully promote children's rights. For example, they clearly promote ethos of respect towards each other and their environment, and the voice of the child is a strong aspect. Also, practitioners ensure that the children's identity is celebrated and considered by identifying their close community in a series of pictures and experiences. For example, *‘Teulu’r Bedol’* (The Bedol Family) and *‘Bwrdd y Gymuned’* (The Community Board) displays. Practitioners are committed to provide an excellent variety of play and learning opportunities by following the children's interests and development. They

prepare and keep Purple Memory Books where they record each child's experiences as well as observations for their next steps in their Learning Journey.

Environment — Excellent

Leaders have very effective and comprehensive measures and policies in place to ensure that everyone understand their responsibilities fully. They ensure that the environment is secure and well maintained, both indoors and outdoors. The building and safety requirements are complete and up to date. The fire equipment tests, assessments and fire drills are conducted regularly. Leaders keep a comprehensive file of purposeful risk assessments and revise them annually. They ensure all practitioners work in a proactive way and record and manage risks effectively when they arise. The ratio of practitioners to children are always met. Leaders ensure visitors sign when they arrive at the site and have an extra system in place for them to sign at the setting. They maintain accurate registers of children and practitioners which contains arrival and departure times. Leaders provide display boards that contains appropriate regulatory information and ensure that the setting's documents are stored confidentially in the office at the setting.

Leaders offer a safe and welcoming environment that is self-contained on the school site. They ensure that all areas of the setting have been considered carefully to offer the best possible play and learning opportunities. Leaders provide furniture and resources of a high standard for children in the indoor and outdoor environments, which develop their interests, curiosity and imagination. They offer smaller rooms for role-play, the world room and a quiet room for small group and digital activities. Leaders provide accessible toilets and a private nappy changing area. They offer an outdoor area that is safe and enclosed, as well as a woodland area that provides opportunities for children to gain various and exciting experiences outdoors.

Leaders provide resources of high standard that are appropriate for the children's age and development, and are stored on low level units so that they are able to access them continuously. For example, in the main room, children can use the role-play area that includes real items. Leaders provide a shop play area, painting area and an exploring area that contains loose parts, water, small word and building resources. Outdoors, children can use bikes, benches, tunnels and a slide to enhance their physical development. Leaders work hard to ensure they persevere to build and invest in their resources to facilitate the children's experiences. For example, providing clothes and wellingtons for each child. Leaders ensure that equality and cultural awareness are promoted throughout the practice by making sure there is a variety of resources available to allow children to learn about the world they live in, such as instruments, books, dolls, clothes, pictures and various maps.

Leadership and Management — Excellent

Leaders have an exciting vision for the future of the setting that they share it with the whole team. They ensure that the setting is of a high standard, whilst providing quality care and excellent opportunities for children. Leaders ensure that the setting's statement of purpose (SOP) is up to date and that their policies and procedures are reviewed annually. They offer extensive documents that reflect the setting and exceed the National Minimum Standards. Leaders ensure that records, such as the children's files, are fully compliant. Also, they implement clear and effective systems for practitioners by sharing relevant information on the noticeboard in the office such as daily checks, planning records and training opportunities.

Leaders revise the quality of their care carefully and welcome feedback so that they can offer new ideas and make improvements to the setting. We saw high praise and feedback from professional workers, and although they collated the opinion of children, parents and practitioners, they do not include these in the report.

Leaders support practitioners extremely well. Practitioners work closely with each other, and have established a happy and committed team that takes pride in the high quality care they provide. Leaders ensure the staff files are fully compliant and include evidence of the recruitment and induction processes effectively. They practice supervision and appraisal procedures purposefully and ensure that practitioners are offer opportunities at the start and end of each year to come together as a team to prepare and reflect in a confidential and safe manner. Leaders invest in training programmes to ensure that practitioners complete relevant and timely training experiences to make sure that the team's skills and information are up to date. Leaders promote a collaborative team ethos that leads to committed, passionate and enthusiastic staff. Practitioners noted they are very happy and enjoy exciting opportunities to develop and learn new skills within a close team.

Leaders and practitioners feel immense pride in their commitment to working as part of the school's close family, including the kitchen staff, teachers and management team. They work together effectively with the school's community to share innovative opportunities, such as training on an interactive bus on autism. They also work with umbrella organisations, many professional people and the close community so that children are given opportunities to develop healthily and learn about their local area. They have developed excellent partnerships with parents a those we spoke with said that their children are very happy and have settled well. Parents praised members of the team for their communication processes and their professionalism and noted that they are grateful for the opportunities to be a part of trips and the setting's special occasions. For example, great trips to farms and caves, and for organising seasonal events such as a family Christmas party. The setting has many strengths and is committed to ongoing improvement, including significant examples of innovative practice that leads the sector. This setting delivers high quality care and support and demonstrate that it makes a strong contribution to children’s well-being.

Identified areas for improvement

When we note **Areas for Improvement** and have not found immediate or significant risks to the people, we will highlight these with the provider. We expect the provider to take action and we will consider the matter again during the next inspection.

Where we find a **need to improve** the results for the people **significantly** and/or there is a risk to the people's well-being, we note a **Priority Action** matter. Under these circumstances, we will issue a Priority Action Notice(s) to the Provider, who will need to take immediate steps to make improvements. We will conduct another inspection in six months to confirm that improvements have been made and that the results for the people have improved.

National Minimum Standards

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 consider them at the next inspection.

Standard	Recommendation(s)
Standard 18 - Quality assurance	Ensure the views of children, parents, staff and professionals are included in the Quality of Care report.

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