Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

## Cylch Meithrin Y Bont Faen

Clych Meithrin Y Bontfaen, The Broad Shoard, Cowbridge, CF71 7DA

01446776250

**Date(s) of inspection visit(s):**

01/07/2025, 03/07/2025

## Service Information:

| | |
|---|---|
| Operated by: | Cylch Meithrin Y Bont Faen |
| Care Type: | Children's Day Care |
| Registered places: | 30 |
| Main language(s): | Welsh and English |
| Flying Start service: | Yes |
| Receive funding to provide early years part time education: | No |
| Promotion of 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. |

## Ratings:

| | |
|---|---|
| Well-being | Excellent |
| Care & Development | Excellent |
| Environment | Good |
| Leadership & Management | Excellent |

## Summary:

Children are confident communicators and have a strong sense of belonging. They interact happily with each other and with staff and know they will be listened to. Children choose where they wish to play and can participate in a range of purposeful activities, enabling them to develop their confidence and independence skills.

Staff understand policies and procedures and follow these competently to promote healthy lifestyles, safety, and well-being. They use kind, effective approaches to support children to settle quickly and promote their curiosity and all-round development during their play. Staff carefully observe and plan for next steps to meet the needs and interests of the children.

Leaders have clear measures in place to ensure everyone understands their responsibilities. The environment is well maintained. They provide a good range of age-appropriate equipment and resources to nurture children's all round developmental skills.

Leaders have an exciting vision for their setting's future and understand their responsibilities to comply with relevant regulations and requirements. They have exceptional processes in place to recruit and retain their staff. Leaders support their staff in all aspects of their development and empower them to take on responsibilities. Leaders have very strong partnerships with parents and professionals. They work well with schools and immerse themselves in the community nearby.

# Findings:

## Well-being — Excellent

Children are confident and enjoy making decisions that affect them. They choose where they wish to explore and play. For example, children show delight as they freely move around and make decisions such as discovering resources in the mark making area. They have exciting opportunities to make choices. For instance, children move to a table filled with a range of real stones and focus on building a tower saying, *"I can do it."* They discover the stones have different weights and chat before choosing the heavy stones for the base. Children's choices enable them to freely think about their likes and dislikes as they develop their decision-making skills. They have a strong sense of belonging and confidently ask for resources or activities such as moving trucks and lorries into the sand pit or a specific fairy tale out of the currently themed story book.

Children settle well at this setting and are familiar with the daily routine. Those who continue to settle in are comforted and reassured, enabling them to take their time to observe before joining others. Children form strong, close relationships with their friends and staff. Their feelings and needs are acknowledged and highly valued. For instance, when a child asked when it was home time, staff explained, and they smiled and continued happily in their play. Children have strong bonds of affection and attachment with others. For example, during a story, children laughed and excitedly said to the staff member*, "you are so funny."*

Interactions between children and staff are consistently stimulating and children cooperate enthusiastically. Children respond and communicate with affection and listen to others with interest. For instance, during snack, children enjoy the social experience of sitting around tables with others and chat about their families. Children are fully engaged and show respect for others and to the setting. For example, when staff announced it was time to tidy up for another activity, they eagerly worked together and carefully returned resources to different areas of the room. Children are comfortable with visitors and include us in their play. For instance, in the mark making area, one child invited us to join in and introduced us to the children at the table by telling us their names.

Children are active in their play and focus for extended periods of time. They chat confidently with staff and eagerly participate in a range of activities. For example, they enjoy the closeness of staff as they decorate their own mirrors with jewels for their fairy tale theme. They experience innovative learning opportunities that fully promote their all-round development. For instance, during a yoga session, children participate, listen and observe carefully and end their session saying, *"Namaste."*

Children enjoy their independence throughout the day. At snack time, children use prongs to fill their plates with fruit. At lunch, the children eat and drink confidently, without support. They independently use the toilet and wash their hands with soap confidently.

## Care & Development — Excellent

Staff fully understand and consistently implement policies which promote healthy lifestyles, children's personal safety and well-being. They confidently explain the setting's safeguarding policy and fully understand their responsibilities to protect children. All staff have completed safeguarding training and respond with confidence to safeguarding scenarios. Staff have completed relevant first aid and food hygiene training and ensure accident, incident, and medication documents are recorded, signed, and shared with parents. They implement rigorous cleaning routines and excellent hygiene practices such as wearing aprons and wiping surfaces, and they remind children to wash their hands. Staff take pride in providing healthy and often home-grown snacks and ask children what they would like. They are knowledgeable regarding children's allergies and ensure procedures are robust. At mealtimes, they sit and eat with the children, developing children's social and life skills. Staff ensure children's privacy and dignity through diligent nappy changing procedures and offer exceptional care in children's sleep arrangements. They passionately support children with additional learning needs and work with professionals to support their individual development.

Interactions amongst staff and with children are extremely positive, demonstrating warmth, kindness and care. They are sensitive to children's needs and take every opportunity to enhance interactions through careful responses and correctly spoken language. For instance, when children ask for support with their toileting, staff ask, *"wyt ti'n hapus i fi ddod mewn i dy tŷ bach?" ("are you happy for me to come into your toilet?")* Staff genuinely listen, respecting children's views when asking questions such as *"gai sychu dy drwyn?" ("Can I wipe your nose?*"). They respond with care to the children's requests. For example, children ask to feed the resident guinea pigs and staff chat about why it is important to look after them and feed them. Staff praise children and congratulate them when they succeed such as, *"da iawn, bawb!"* They are confident bilinguals, consistently reinforcing the Welsh language such as, *'beth am, "Ga I … os gwelwch yn dda?" ('what about, "Could I have…please?")* We saw these positive strategies leading to children listening and responding effectively. Staff speak respectfully with children, show interest, pleasure, and care in all they do. They manage the behaviour of children sensitively, positively embedding children's understanding such as sharing and taking turns.

Staff support children to extend their curiosity and problem-solving skills as well as enhance their play experiences. For example, whilst children played happily in the baby world area, children and staff began chatting about the dolls' hair. This led to staff spontaneously suggesting washing the doll's hair. Children excitedly immersed themselves in sharing responsibilities for this process, using real shampoo and conditioner to wash the doll's hair. Staff used this opportunity effectively to extend the children's language and problem-solving skills. Staff have an excellent understanding of children's development and undertake frequent observations. These are transferred to the children's comprehensive development files for the next steps of their development.

## Environment — Good

Leaders have effective measures and policies in place to ensure everyone understands their responsibilities. They ensure the environment is safe, secure, and well maintained, both indoors and outdoors. The front door to the main building is always locked and leaders ensure all visitors sign into the building. All building and safety services and requirements are complete and up to date. Fire equipment, assessments and drills are completed regularly. Leaders responded effectively to a previous recommendation and now offer an extensive file of purposeful risk assessments which are reviewed annually. Leaders and staff are proactive and effectively identify and manage risks as and when they arise. Leaders ensure staff maintain high levels of observation and collaborate consistently to ensure ratios are always met. They keep a children and staff register and ensure all arrival and departure times of children are recorded accurately. However, we found, although staff sign in and out at the beginning and end of their working day, staff leaving for and returning following school runs, are not recorded. Leaders delegate responsibilities effectively and we saw staff had led on ensuring the entrance's information board included clear and up to date policies, procedures, newsletters and notices for parents.

Leaders offer a safe and welcoming environment to children. The main room is organised and designed to offer inviting and stimulating play areas which are set out purposefully such as the reading/story area, small world, mark making, home corner, music and creativity. Each area has been carefully considered to offer the maximum opportunity for learning. They ensure children can easily access equipment indoors and outdoors which develops their interests, curiosity, and imagination. Leaders provide a refurbished reception area which offers areas for children's belongings, a wealth of information for parents and visitors as well as space for confidential discussions with families. They provide an office area where the setting's records are stored confidentially and a kitchen where snacks are prepared. Leaders offer facilities such as a children's toilet area which promotes independence, along with a dedicated changing and sleep area, which is accessible without staff needing to leave the main room for these duties. Leaders provide a range of display boards; however, not all boards such as the staff board, promote the Welsh language. They provide an outdoor area, accessed by a new ramp, which is safe, secure and enclosed, offering a range of surfaces and exciting learning spaces for children to relax, play, plant and develop their physical skills.

Leaders carefully choose resources to fulfil themes which form part of the planning process. As well as age-appropriate resources, they continually introduce new ideas, such as promoting a range of real-life artefacts and items. For example, the mark making area includes glass jars filled with creative resources, and the home corner and tuff trays include loose parts and natural resources for further sensory experiences. Leaders ensure equality and cultural awareness are promoted throughout their practice with a range of resources such as dolls, puppets and books. In addition, they plan celebrations throughout the year around colour, light, foods, costumes and languages.

## Leadership & Management — Excellent

Leaders have an exceptional vision which is shared with the entire team, creating a very positive working environment. They ensure the setting achieves extremely high standards, providing quality care and excellent opportunities for children. Leaders keep policies, procedures, and relevant documentation and review these annually. They ensure these fully reflect the setting and work hard to meet and often exceed National Minimum Standards and regulations. Leaders keep records such as children's files and documents such as Disclosure and Barring Scheme checks and insurance certificates up to date. All relevant information for staff is shared effectively on a notice board in the main playroom, such as daily checks, children's numbers and school run rotas.

Leaders consistently reflect on and evaluate the service provided. They review their quality of care and consider the views of children, parents, staff, and professionals. Leaders welcome feedback so they may introduce new ideas and continual improvements to the setting. We saw the setting's current improvement plan where they have already achieved their goals in refurbishing areas such as the reading corner and installing a new outdoor ramp.

Leaders support staff extremely well. Staff work well together, having established a dedicated team who pride themselves on providing quality care. Leaders ensure staff files are fully compliant and include evidence of effective induction processes and purposeful supervision and appraisal processes as well as ad hoc wellbeing sessions. They invest time in training programmes to ensure staff are experienced and knowledgeable. Staff are provided with opportunities to take on new responsibilities and leaders empower them to manage projects. For instance, staff have responded to a recommendation from the last inspection and transformed one outdoor area into a thriving outdoor vegetable and fruit patch, where children and staff enjoy the process of planting, growing and eating their own produce. Staff shared how the project, has resulted in children being interested in their outdoors and keen to learn more. We heard staff planning for the forthcoming summer club and evaluating the success of previous activities such as collecting flora on nature walks to make necklaces. Leaders ensure all mandatory training as well as attending further courses are completed. They promote a collaborative team ethos which results in staff being committed and enthusiastic in their roles. Staff told us they are very happy and enjoy exciting opportunities to develop and learn new skills and responsibilities.

Leaders have excellent partnerships with parents, professionals and with schools through a reliable wrap around care service. Families enjoy the home link where the setting's 'puffin' helps them to create family adventures. These are celebrated on a family board within the setting. Leaders and staff pride themselves on their commitment to work within their community and make use of kind donations such as saucepans for their mud kitchen and wooden logs for their garden. They told us about events with parents such as sponsored walks and sports days and the opportunity to learn through a range of excellent experiences such as concerts and trips to the pantomime and library.

# Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

**CIW has no areas for improvement identified following this inspection.**

**CIW has not issued any Priority action notices following this inspection.**

## 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 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.

| Standard | Recommendation(s) |
|---|---|
| Standard 24 - Safety | Ensure all staff sign the daily signing in and out record, each time they leave the premises and including all school runs. |

## Best Practice

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.

| Recommendation(s) |
|---|
| Further develop display boards to promote the use of the Welsh language. |

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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