Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Glan-y-Mor

The Cabin
Ysgol Gynradd Wirfoddol Myfenydd
Llanrhystud
SY23 5DW

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

27/11/2024

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About Cylch Meithrin Glan-y-Mor

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Glan y Mor
Registered places	26
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	This is the first inspection since re-registration
Is this a Flying Start service?	No
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	**Good**

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

Summary

Children are happy, settled, and safe. They enjoy their play and learning and develop close relationships with staff. Children have good opportunities to make choices and decisions about what they do and learn and develop well from the experiences and resources provided for them.

Staff have a good understanding of how to keep children safe and healthy. They are warm and caring and create a calm and respectful atmosphere. Staff provide activities that interest children, and they support and engage with them well.

Leaders ensure the nursery is safe, secure, and well maintained. Playrooms are light and welcoming. Leaders provide a good range of resources and equipment that are of good quality and meet the needs of the children.

Leaders are motivated and dedicated to delivering consistently good quality childcare. They provide beneficial encouragement and support to staff. Leaders and staff work closely with outside agencies to ensure the children get good quality care and support. Parents speak highly of the service and its staff and the care their children receive.

Well-being — Good

Children are happy and settled. They have a strong voice and make choices and decisions about what they do and how they spend their time. For example, children choose between joining in with group activities or continuing to play alone. They explore their environment freely and can access a good variety of toys and resources independently. Children are confident communicators and express their needs and wants in a variety of ways. For example, some children use gestures whilst others use their developing speech.

Children feel safe and valued. They cope well with separation from parents and carers. Children develop close, warm relationships with staff and know the routines of the day. This helps them develop a sense of belonging, confidence, and self-esteem. Children readily seek out staff for cuddles and to play with them. For example, we saw children choosing books and sitting with staff to read with them.

Children interact very well. They play mostly alongside each other as is appropriate for their ages and stages of development. Children are beginning to learn to share and take turns as they share resources for building a water slide using tubes and troughs in the water area. Children's views are considered, such as when they are asked which story they would like to read during circle time. They feel proud when they are praised and given stickers for tidying toys and resources away. Many children were confident to show us what they had been doing, showing they feel secure in their surroundings.

Children are interested in their play and learning. They enjoy a range of interesting opportunities and have the freedom to safely explore the indoor and outdoor environment. They are self-motivated to initiate their own play and to influence their tasks because there is a good balance of child and adult-led activities. We saw children choosing to join in with a craft activity initiated by staff after a child had requested some colouring materials.

Children learn and develop well from the opportunities and resources provided for them. They take part in a good variety of activities that support their all-round development. Children are encouraged to develop independence and self-help skills. They participate in a helper of the day system. Children learn to manage their own health and hygiene needs. For example, we saw children washing their hands before mealtimes and after using the toilet.

Care and Development Good

The setting is run by experienced staff who understand and implement policies and procedures effectively to promote healthy lifestyles, physical activities, safety and personal well-being. All staff have completed first aid, safeguarding and food hygiene training. Staff follow appropriate hygiene guidance when serving food, helping children who need to go to the toilet and changing nappies. Healthy snacks are provided by parents, and staff enjoy eating, chatting, and socialising at the table alongside the children. Staff consistently identify and manage risks effectively. They have a sound understanding of the setting's safeguarding procedures and emphasise that we all have a duty of care for every child. Staff record accident and incident logs, and these are signed by parents or carers.

Staff understand the behaviour management policy and act as positive role models. They listen attentively to children's views and respond carefully to their needs. Staff interactions with children are positive and kind, and they consistently treat children with dignity and respect consistently. For example, they are thoughtful and vigilant when dealing with children's personal needs. Staff swiftly step in and divert any possible conflict between children who want the same toy, by suggesting another similar toy. Staff can tell us, with pride, how well children have settled and developed since attending the setting. Parents affirmed this and complimented the staff on working closely with them should there be an issue. Staff show genuine care and enjoyment in their roles.

Staff promote children's play, learning and development by planning a range of worthwhile activities. Staff mostly include children's suggestions for planning, and these are noted on planning documents including staff observations and preparation for the next steps in the child's learning. However, on occasions activity planning follows themes or events such as 'walking trip' and doesn't identify how this is captured from the children's voice and interests. Staff plan well for children's next stages and review progress regularly. This ensures planning meets children's needs, based on staff observations and assessments of the children's abilities. Staff have an in-depth knowledge of individual children, and they are effective in meeting their needs. There are systems in place to provide suitable care and opportunities for children with additional needs, should this be required.

Environment — Good

Leaders have effective measures and policies in place to ensure that everyone understands their responsibilities in relation to children's safety. They ensure the environment is safe, secure, and well maintained both indoors and outdoors. All visitors sign in on arrival 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. Leaders ensure all fire equipment is serviced and that building safety checks have been completed and documented correctly. 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 such as registration certificate and public liability insurance certificate.

Leaders ensure the environment has a good indoor play space with plenty of room for children to move freely. They offer an environment which includes a safe entrance area for arrivals and confidential office for discussions with parents, as well as ensuring all records are stored confidentially. There is a separate kitchen area 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 a private 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 a range of good quality equipment offering opportunities to develop further physical 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, water play, small world resources, cars, trikes, and a mud kitchen.

Leadership and Management — Good

Leaders are enthusiastic and motivated to provide a high-quality service. There is a clear statement of purpose, which provides parents with information about the setting. Public liability insurance is valid, and they are members of the Information Commissioner's Office (ICO). Leaders regularly review policies and procedures and ensure staff implement these effectively in practice. Leaders are knowledgeable about their regulatory responsibilities and operate above the National Minimum Standards for Regulated Childcare.

Leaders regularly monitor the quality of the service and plan for improvements effectively. They ensure staff, children, parents and outside agencies' views and opinions are obtained. Leaders use this information to prepare an annual quality of care report which identifies effective practice and areas for development. The report includes positive feedback from parents, which demonstrates a high level of satisfaction with the service provided.

Leaders follow effective procedures to ensure staff recruitment checks are in place. Staff files contain all the required information to meet regulations including references and health declarations. Disclosure and Barring Service (DBS) certificates are in place for staff. Leaders have a valuable team of staff who work very well together, ensuring children are supervised well and that the setting runs smoothly. Leaders ensure staff training is prioritised. They carry out regular supervision and annual appraisals, providing support and an opportunity to discuss issues which may arise.

Leaders have developed good relationships with outside agencies, such as the local authority advisory team and Mudiad Meithrin. They support the staff to improve their service which enhances children's experiences during their time at the setting. They have recently received funding from the local authority to improve areas of the service. Leaders have also developed good links with the local school where they attend events and concerts. This helps with children transitioning to the school. Leaders work hard to develop positive relationships with parents. Parents receive daily verbal feedback about their child's day. They told us that their children are really happy at the setting and that staff are approachable and supportive. They also told us they value staff's support and feedback on their children's development.

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 7 - Opportunities for play and learning	Ensure that the activity planning document always reflects children's voice and interests.

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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