



# Childcare Inspection Report on

**Cylch Meithrin Carreg Hirfaen**

**Ysgol Carreg Hirfaen  
Cwmann To Harford  
Cwmann  
Lampeter  
SA48 8ET**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date of Publication**

**Wednesday, 15 May 2019**

**Welsh Government © Crown copyright 2019.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

## **Description of the service**

Cylch Meithrin Carreg Hirfaen is located in Ysgol Carreg Hirfaen. The organisation is registered to provide full day care for up to 19 children. The service operates through the medium of Welsh and offers morning sessions from 8.30am – 12.00 midday, Monday to Friday and afternoon sessions between 1.00pm and 3.15pm on a Monday and Tuesday. The responsible individuals on behalf of the organisation are Shan Davies and Hannah Madge-Davies. The person in charge is Hannah Jones.

## **Summary of our findings**

### **1. Overall assessment**

We found that children attending Cylch Meithrin Carreg Hirfaen are happy, settled and enjoy their play and learning. They are cared for by experienced and some long standing staff who know the children's needs. The environment is spacious with a good selection of resources. Leadership and management of the service is effective and leaders ensure documentation is correct and organised.

### **2. Improvements**

Leaders have registered the service on to a national healthy pre-school scheme and are also a part of a national tooth brushing scheme.

### **3. Requirements and recommendations**

We have made recommendation sin relation to care and development and leadership management. These are noted at the back of the report.

# **1. Well-being**

## **Summary**

Children are listened to and make choices most of the time. They are happy, settled and enjoy opportunities to take part in freely chosen and adult led play. Children are developing their skills and taking part in activities that encourage their development.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children make choices and decisions about what they want to do. They are listened to and they speak and express themselves confidently.

We saw children arrive and they confidently went to play, choosing activities they wanted. During a dancing session, not all children wanted to participate. They were asked by staff to join in but shook their head and stood at the side, observing. This was acknowledged by staff and they were left to watch the session. Children were able to choose which colour plate, cup and cutlery they wanted to use for their snack. Staff told us that the children had devised the snack menu themselves through discussions during circle time on what snacks they liked. During outside play, children

Children's voices are valued at this service.

### **1.2 To what extent do children feel safe, happy and valued?**

Children are settled and cope with separation from their parents well. They have bonds of affection with staff who know them well.

We saw children run into the service happily. Some children approached staff for cuddles throughout the session. They remained close to familiar staff, uncertain of our presence, but with time, they went off to play happily. Children were eager to involve us in their play and confidently asked us what we were doing there.

Children have affectionate bonds with staff and feel safe.

### **1.3 How well do children interact?**

Children take turns and co-operate during group activities. Children listen to instructions from staff and happily play alongside their friends.

We saw children play together outdoors. A group were sharing equipment in the sand tub, taking turns to use bottles to fill. Some needed support from staff and reminders about sharing items and being kind to each other. One child who was scooting on the scooter, abruptly told another child 'get out of the way'. They were reminded about asking nicely wanted and saying 'excuse me'. Children lined up like a train as they waited to go outside to play. When it was time to dance, a child went to play with the shopping trolley. He was quickly reminded by another child 'put that away now, it's dancing time'.

Children interact well and with support at times.

#### **1.4 To what extent do children enjoy their play and learning?**

Children are interested and engaged in their play. They sustain interest for an appropriate amount of time and move freely and safely between activities.

Children laughed in excitement as they ran around outside and some scooted on scooters and bikes. Two children giggled and laughed uncontrollably and chased each other. Children were obviously familiar with the words and actions of the songs they sang as they listened well to instructions and joined in. A group of children worked together and pretend to fix their bikes and scooters at the garage. The 'mechanic' turned the bike over and used tools from the toolbox to 'fix' a bike wheel.

Children thoroughly enjoy their play and learning.

#### **1.5 How well do children develop, learn and become independent?**

Children are confident, motivated and are developing their independence skills.

We saw children being independent when using the toilet and washing and drying their hands. During circle time, a child went outside to check what the weather was doing and informed the others through the 'walkie talkie' radio. Children waited until given their instruction from staff before they started to brush their teeth. At snack time, the helper of the day went to get the snack, helped open milk bottles and handed out the crackers. Children poured their own milk into a cup whilst others helped themselves to water from the water tank. Most children spread butter independently onto their crackers, but some needed help. Some parents told us their children have made considerable progress in their development since attendance at the service.

Children are learning well, developing and becoming independent.

## **2. Care and Development**

### **Summary**

Staff know children in their care well and provide care that meets their individual needs. They ensure children are kept safe and promote healthy lifestyles. Staff manage interactions positively offering plenty of praise.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff have a comprehensive file of policies and procedures. The service promotes healthy lifestyles and staff on the whole, have a good understanding of keeping children safe.

Staff ensured children washed their hands before snack and after using the toilet. Staff ensured tables were sanitised before and after snack. We discussed child protection procedures with staff and some of their responses demonstrated that they were not very clear of their responsibilities. Other staff responded confidently to given scenarios and procedures they would take if they had any safeguarding concerns. Staff ensured children brushed their teeth every day, and the service is registered with a national tooth brushing scheme. The service is starting a national healthy pre-school scheme.

Staff on the whole, confidently keep children safe and healthy.

#### **2.2 How well do practitioners manage interactions?**

Staff ensure children are supervised at all times. They encourage children to take turns and share with each other. Staff manage interactions positively.

Staff praised children frequently during their play, for example; “well done you, you’re eating so well” and “oh I am loving what you’re doing there!” We saw incidents where children’s behaviour and possible conflict were distracted by staff stepping in and discussing what is right and what is wrong. For example, one child used a plastic knife to poke another child. He was reminded gently about what knives are for and how others feel when they are poked by a knife. The staff member lowered herself to explain to the child on his level. We heard staff remind children about saying ‘thank you’ when they were handed their snack and modelled this by thanking the children when they returned their plates and cups.

Staff manage interactions positively and consistently.

#### **2.3 How well do practitioners promote children’s play, learning and development and meet their individual needs?**

Staff know and understand the children’s needs and plan play and learning opportunities following observations of children’s needs.

Staff knew children in their care well and told us their likes and preferences. They were able to tell us how well children had settled, and the ones who had not been at the service long

and were still settling in. They identified children's skills through observations and encouraged them to develop them further. Staff completed individual foundation phase profiles for each child. Leaders told us that they planned weekly, based on the children's abilities. They planned with the children and listened to what they wanted. All staff spoke Welsh with the children. Parents told us that staff were caring, supportive and very approachable. They also told that even in a very short time of attending the service, their children's development had improved significantly.

Staff actively promote children's play, learning and development and meet their individual needs effectively.

### **3. Environment**

#### **Summary**

The service is located in a room located in the school. The environment allows children to play safely with a good range of resources. The environment is set up indoors to meet areas of learning of the foundation phase. There is a dedicated outdoor area for the children to the side of the building, which also had areas of learning.

#### **Our findings**

##### **3.1 How well do leaders ensure the safety of the environment?**

Leaders ensure the environment is safe, clean and secure. They ensure that they identify and eliminate risks as best as possible.

The door into the building was locked and visitors to the service had to be let in by a member of staff and sign a visitors' book upon arrival and departure. We could see that the visitors' book was used regularly. Staff controlled access to all rooms used by the service through use of electronic security fobs. They regularly completed risk assessments and amended them when needed for indoor and outside areas. The service had a five rating from the Food Standards Agency. All electrical appliances had been tested in July 2018. Fire drills were carried out with the school, although they had been carried out before the service started in the morning. Therefore they were not being carried out regularly by the leaders of the service.

Leaders ensure the safety of the environment effectively most of the time.

##### **3.2 How well do leaders ensure the suitability of the environment?**

The main room, where the service is based, is welcoming and spacious with lots of children's work and colourful displays on walls. The layout promotes independence and is maintained to a good standard.

There was a wide range of play opportunities in the room as well as, places to eat and areas for quiet times that were suitable for the children. Leaders had arranged tables and chairs to provide a sociable area for snack time and areas with cushions where children could spend quiet times. Children's work was visible throughout and there were many displays with mathematical language. A spacious, secure play area was located to the side of the building.

Leaders ensure the environment is well suited for the children indoors and outdoors.

##### **3.3 How well do leaders ensure the quality of resources and equipment?**

Leaders provide a good range of resources and toys, which are clean and of good quality. They are age appropriate and easily accessible.

Children had access to a range of resources and toys of good quality that were suitable for their purpose. Examples of the resources available included sensory and natural resources such as sand and water trays, play dough, cars and garage, a selection of Welsh books, blocks, farm animals and dinosaur figures, multi-cultural toys, dressing up clothes, dolls and prams, moses basket, ironing table, small world play and a play house. Children also enjoyed a shop role play area, maths corner, musical instruments and a large white interactive board. Leaders had provided child sized furniture to allow children to sit at tables independently and to access toys and equipment. Leaders provide a good range of resources and toys, which are clean and of good quality. They are age appropriate and easily accessible.

Leaders consistently ensure resources and equipment are of good quality.

## **4. Leadership and Management**

### **Summary**

Leadership and management of the service is organised and effective. The service meets the required regulations and national minimum standards. There are clear policies and procedures in place, which all staff are familiar with. There are purposeful systems in place for reviewing the service, staff development and making improvements.

### **Our findings**

#### **4.1 How effective is leadership?**

Leaders ensure the service remains compliant with the regulations and national minimum standards. There are clear policies and procedures in place.

Leaders ensured the statement of purpose provided an accurate picture of the service. Adult to child ratio was in line with the national minimum standards most of the time, and all staff were present in the building. However, the ratio was incorrect for a short period of time when staff took children out individually to work on programme on a one to one basis. We viewed children's files and they contained all the correct information. All accident logs had been signed by staff and parents. Leaders had a sound understanding of their responsibilities to promote the Welsh language and fully implemented the "Active Offer". Staff told us that leaders actively support and challenge everyone to do their best.

Leadership at this service is effective.

#### **4.2 How effective is self evaluation and planning for improvement?**

Leaders review the service annually and take into consideration the views of children, staff, parents and the committee.

They had completed a quality of care review for the current year and the report identified activities, trips out, new resources purchased, feedback from parents and children and an action plan for the year ahead. Actions included developing the outside area so that it includes more natural resources and a sensory area in the garden.

Leaders are committed to ensuring regular reviews of the service and continually plan for improvement.

#### **4.3 How effective is the management of practitioners, staff and other resources?**

Leaders ensure that the service is correctly staffed and there is a good range of activities on offer for the number of children attending. Leaders have systems in place.

We viewed staff files and found that they included all the correct documentation including training certificates and references. Leaders had verified all DBS checks. Staff told us they received regular supervision and annual appraisals, and we viewed these documents in staff files. Leaders had contingency plans in place to cover staff absences and told us that

staff were very flexible. Staff told us that they were very happy in their roles, very well supported and proud to be a part of the service.

Leaders manage the service exceptionally well.

#### **4.4 How effective are partnerships?**

Leaders have good relationships with parents / carers, the local school and the community.

We spoke to parents who told us their children thoroughly enjoy attending the service. They told us that they were kept well informed about their children's progress and kept updated on how their children were getting on through daily feedback from staff. Leaders had good links with the school, and the foundation teacher came to visit the children prior to starting school. Children would also visit the classrooms before the transition. Children are also invited to the school sports day. Leaders plan fundraising events such as Bingo and Christmas tea party. Staff arrange visits to the local care home for children to do activities with the elderly residents. Other trips out include local beach and botanical garden.

Partnerships with parents, local community and the local school is effective.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

We notified the provider of non compliance in relation to employment of staff as staff did not have regular supervisions. The responsible individual informed CIW following the inspection that staff receive supervisions.

### **5.2 Recommendations for improvement**

We recommended that leaders ensure:

- Staff to child ratio is adhered to at all times;
- that all staff are confident in their understanding of their responsibilities for safeguarding children;
- that fire drills are carried out and logged regularly and
- all staff complete the 'Prevent Duty' training.

## **6. How we undertook this inspection**

This was a full inspection undertaken as part of our normal schedule of inspections.

An inspector undertook one visit to the service on 12 March 2019, which lasted a total of four and half hours. Feedback was given over the phone on 26 March 2019.

- We observed a sample of documentation and policies during the inspection;
- we observed practice between staff and children;
- we inspected the environment indoors and outdoors and;
- we spoke to the person in charge, children, parents and members of staff.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Hannah Madge-Davies Shan Davies
Person in charge	Hannah Jones
Registered maximum number of places	19
Age range of children	2 – 4 years
Opening hours	Monday to Friday 8.30am – 12.00 midday Monday and Tuesday 1.00pm – 3.15pm
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	31 January 2017
Dates of this inspection visit(s)	11 March 2019
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	This is a service that provides an 'Active Offer' of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Additional Information:	