



Inspection Report

Cylch Meithrin Mwy Abergele

**Canolfan Y Morfa
Ffordd Y Morfa
Abergele
LL22 7NU**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

21/11/2022

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About Cylch Meithrin Mwy Abergele

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Mwy Abergele
Registered places	26
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	This is the first inspection under the current registration
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are happy and enjoy themselves at this setting because they are respected and busy with a range of interesting activities. They can make choices and decisions and their interests are valued. Children feel safe, are learning to be independent and interact effectively, making friends with other children and staff.

Capable and approachable staff care for the children well and give children's safety high priority. They manage children's behaviour kindly, fairly and in a way children understand. They are experienced and provide interesting activities to help children develop successfully.

The environment is safe, clean, and set out with plenty of activities to create areas of play and learning to develop children's skills. The indoor and outdoor spaces are suitable for children. There are plenty of toys and games, which are in good condition, and assist with children's development.

People who run the setting are knowledgeable about current childcare practice and this ensures a good level of care for children. They make improvements to benefit children and their families. They support a team of committed staff. There are successful and strong partnerships with parents, the school and the local community, which helps children feel settled and their families supported. Feedback from parents was very positive and complimentary.

Children have a strong voice and can influence their play and learning. They make choices and decisions, and their interests are valued. Children's views are considered when planning activities. The notice board "Llais y Plentyn", includes notes of what children have said which staff use to help planning. Children can express how they feel at each session during circle time as they sing a song "How are you?" and respond.

Children separate well from parents and staff comfort and reassure children if they have any worries. All children were observed to be happy and busy. Children have formed very strong bonds with staff. Every parent who provided feedback said their child enjoys attending. They make friends and love the staff. Parents are confident that the wellbeing of their child is given priority. Children know the action songs and participate well, but they don't have to if they are too shy.

Children interact well with staff and each other. They feel comfortable with staff, smiling and gaining in confidence amongst strangers because they know staff and rely on them for security. Some children sat on staff's knees when listening to a story or singing. They share and are making friends. For example, they sat together near the dressing up items and shared toys. Children are beginning to understand the needs of others as staff helped them to be gentle with a toy. Children listen well and are happy to help with tasks when asked to tidy up.

Children are interested and engaged in their play. Children enjoyed experimenting with musical instruments and looking at the baubles on the Christmas tree, noting that they could make the bells ring. They particularly enjoyed having their photo taken by the Welsh flag. They concentrate for lengthening periods, for example two children were observed in the home corner making meals concentrating for a while. They are eager to share what they are doing with others. For instance, a child came to show us how they dressed up as a Christmas pudding.

Children have good opportunities to do things for themselves. They choose toys and activities and put toys away after use before their snack. Children can go to the toilet and wash their hands independently and remind themselves of how to get clean. They have a sense of pride as they can do things on their own, at times with support from staff.

Staff have a good understanding of how to keep children safe and healthy. They can talk confidently about safeguarding and the correct procedures to follow should they be concerned about a child. All staff have up-to-date training in child protection, paediatric first aid and food hygiene. Staff follow effective cleaning routines, and they wipe tables between activities. They provide opportunities for children to participate in regular periods of exercise. Due to heavy rain, they couldn't go outside so children moved around the room to a music CD with the help of staff. Staff understand and follow the accident policy, keeping records of accidents and sharing them with parents. Healthy eating is a priority as children bring fruit for their snack. Preparing healthy food is part of the curriculum. Apples and pears from their own garden are used to make smoothies.

Staff are very engaged in their interactions with children. They support children to manage their behaviour and boost children's self-esteem. Staff encouraged the children with plenty of praise for even small achievements. They helped the children settle minor disputes. They reminded them of simple rules such as sharing and not climbing. Staff are skilful in knowing when to stand back and give the children space to do things for themselves. They are good role models as they interact well, make time for, and talk with children and value what they say. Staff modelled good hand washing at times such as before a snack.

Staff work very well together to meet children's needs effectively. Staff know the children's skills and preferences well. They record observations of children's progress and plan activities to advance development. Staff are proactive when planning children's language needs and speak Welsh with children. Children are learning to write their names and are getting used to using mark making implements. A parent told us their child has made excellent progress with their language since attending. All parents who provided feedback said their child is very well cared for. Words used by parents to describe the staff are amazing, fantastic and brilliant. Staff, at times split the group into two to ensure the age groups are catered for. Staff sat on the floor with the children during circle time and for a story to help them get the best from each activity. Staff plan activities to increase children's social awareness such as raising money for charities and taking part in the school Christmas concert.

People who run the setting are developing a rich learning environment to enhance children's experiences. The environment is secure, clean, and well maintained, which provides a safe and comfortable place for children to relax and learn. They have identified risks and have taken steps to minimise or eliminate them. For example, staff only allow children to leave with known and trusted adults. Regular and recorded fire drills evidence that staff and children know how to safely evacuate the premises in an emergency.

People who run the setting provide a variety of child centred spaces where children can play and explore. The space is used effectively, for example, staff moved furniture out of the way so that children could move to a CD. People who run the setting ensure staff have the equipment to provide stimulating and exciting activities for children. Staff told us there are plans to improve the library room, such as changing the books and having a display of children's work and photos. Children have their own named coat pegs, and their work is displayed which gives them a sense of belonging. Outside there are many interesting areas where children can play, including a garden, hide outs, stage, sand pit, and balancing logs. There is also an outside classroom which is well stocked. The service also has its own apple and pear trees, and they use the fruit for eating and cooking with. All parents who provided feedback said the premises are excellent, being safe and in good condition. One parent expressed their gratitude to staff for ensuring the environment is always clean.

The resources, toys and books are suitable, including zoo animals, colour sorting games and jig saws. There is suitable indoor furniture for the children in very good condition. There are new items of outdoor furniture recently purchased, ensuring the environment will be fresh and interesting for the children. There are easily accessible toilets for children and a dedicated private nappy changing area. This enables children to use the toilet independently. People who run the setting and staff have put colourful and suitable artwork on display in Welsh. They provide natural resources for the children to explore, such as wooden toys and blocks, shells, pebbles and cones. Children have collected autumn leaves to make a collage. Storage boxes are labelled making it easier for staff and children to help themselves.

People who run the setting are knowledgeable and experienced in current childcare practice. This is set out in the comprehensive Statement of Purpose and Parent's Handbooks. Those running the setting ensure plenty of information is given by parents about their child including many permissions. Information is held securely and very effectively on computer. This enables a good quality of care to be provided by very professional staff and managers. All parents who provided feedback are extremely happy with the way the service is run. They are very complimentary and appreciate having a Welsh medium pre-school service and would recommend it to others.

People who run the setting effectively monitor and evaluate the service regularly. The parents have been asked for their views using questionnaires twice a year. However, there is no record of any actions taken because of the views of parents. The persons in charge agreed to mention the views of parents in the next review of the parent's handbook. The views of children and staff are taken seriously and strengths and areas for improvement are identified in the Annual Review of the Quality of Care. This has resulted in better planning for language.

The recruitment of staff is robust. Staff files demonstrated that all the checks are in place to evidence the staff are suitable to work with children including current DBS checks. The staff present during the inspection, who were the regular staff, worked well as a team. Additional courses on fire safety and children's mental health have also been completed. This ensures that staff have up to date information on how to provide good care for the children. The outcome is that children enjoy care given by relaxed and enthusiastic staff. A parent told us the staff have been very supportive and helped their child's development in many areas.

Relationships with parents and other professionals are positive and contribute to the well-being of children. Electronic messaging is also used to communicate with parents and positive comments were observed where parents expressed their child's favourite activity. These practices enable parents / guardians to remain involved with the care of their children. The setting also accepts advice from other professionals such as advisory teachers and flying start professionals. Outings to see a pantomime and to the library also enhance the children's experiences. The service has a close relationship with the local school. This will help for a smooth transition to full time school for the children when the time comes.

Recommendations to meet with the National Minimum Standards

R1 to include the views of parents in documentary evidence, such as the parent's handbook, including any action taken

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. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection	N/A
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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.

Date Published 29/12/2022