



Inspection Report

Cylch Meithrin Dechrau Dysgu

**Ysgol Gymraeg Gwaun Y Nant
Amroth Court
Barry
CF62 9DU**



Date Inspection Completed

04/07/2024

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About Cylch Meithrin Dechrau Dysgu

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Gibbonsdown Childrens Centre Ltd
Registered places	28
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	27 February 2020
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

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

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.

The person in charge ensures the nursery is safe, secure, and well maintained. Playrooms are light and welcoming. The person in charge provides a good range of resources and equipment that are of good quality and meet the needs of the children.

Leadership and management at the setting is inconsistent, and improvement is required to ensure compliance with the Child Minding and Day Care Regulations. A priority action notice has been issued and an area for improvement has been identified. People who run the setting are committed to making the required improvements.

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. 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 behave 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 stacking blocks. Children's views are considered, such as when they are asked which nursery rhyme they would like to sing 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.

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 bug hunt initiated by staff after a child had pointed out a bug to them.

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 rolling snack system, serving their own drinks with support. 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

Staff have a good understanding of their roles and responsibilities to keep children safe. They have a clear understanding of safeguarding issues, the signs and symptoms of abuse and their own duty to report concerns. Staff follow effective procedures for recording accidents, existing injuries, and administering medication, which are monitored by leaders. They supervise children well and record their own, children's and visitors' attendance accurately and consistently. They know what to do in an emergency as they practise and record regular fire evacuation drills. Staff follow good hygiene procedures in relation to food and nappy changing. For example, they clean tables and ensure children wash their hands before and after eating. This helps children develop good personal hygiene practice. Staff who prepare food at the setting are trained in food hygiene procedures. Robust systems are in place to manage or support any allergies or dietary preferences. Staff promote a healthy lifestyle through healthy eating and opportunities to be physically active outdoors.

Staff interact with children in a way that supports them well and creates a calm environment where children develop confidence and self-esteem. Staff promote warm and friendly relationships and offer lots of praise and encouragement. This helps children begin to learn what is right or wrong and to learn to manage their own behaviour. Staff know children well and demonstrate a very good understanding of children's routines, wants and needs. Staff speak respectfully to children and each other, making them very good role models.

Staff support children well to learn and develop through their interactions and the experiences they provide. They model language well, join in with play and use their interactions to extend children's thinking such as asking them for their opinions and ideas. They use some Welsh language in their interactions and singing. Staff plan activities around loose themes that reflect areas of learning and what children are interested in. They also plan some activities relating to festivals and celebrations which help children start to learn about diversity and different cultures. Staff observe and assess children and track their development. Staff are alert to children who may have additional learning needs and seek support when needed.

Environment

Good

Leaders have systems and procedures in place to ensure the nursery is safe and secure. Systems ensure children cannot leave the premises unsupervised and unauthorised people cannot enter. Leaders have developed comprehensive risk assessments which they review regularly or as needed, for example, if they introduce new equipment or resources. Staff carry out effective daily health and safety checks and the kitchen environment is managed to a high standard. The person in charge ensures the nursery is well maintained and arranges for all necessary building safety checks to be carried out as needed.

Leaders have created an indoor environment that is welcoming and child friendly and provides ample space for children to play and learn. The room is divided into interesting areas which support children in their play and learning. For example, home corner, craft station, and small world play. Children's work is displayed which strengthens their connection to the space. The layout allows children space to move about freely and independently access toys and resources that are stored at their level. Staff regularly consider how the children are using the space and resources and alter the environment when required to suit their needs. Older children can also access suitably sized toilets independently as they grow and gain confidence with personal care. Suitable nappy changing facilities are in place for younger children that ensure their privacy is respected. Children can access a good-sized outdoor play space directly from the play room. This provides further opportunities for play, learning and development.

Leaders provide a wide range of resources, allowing children a variety of choice. They provide diverse resources for all ages and stages of development. For example, through small world play, sensory and craft activities. Leaders and staff promote diversity, equality, and a variety of celebrations. There are opportunities throughout the setting for children to practice literacy skills, and a selection of books. Staff regularly check toys, equipment, and resources to ensure that they are clean and in good condition.

Leadership and Management

Poor

Leaders ensure some aspects are appropriately managed, but improvement is needed in some areas. They have produced a statement of purpose that provides an accurate picture of how the setting runs. Leaders have a wide range of policies and procedures that they review annually. However, they do not reflect the current practice at the setting. Leaders obtain the required information relating to children's needs including permissions for elements of care such as emergency medical treatment. They notify Care Inspectorate Wales of significant events affecting the well-being of children in their care.

Leaders carry out an annual review of the quality of care they provide. This review includes the views of parents, staff and children and advice from other professionals and agencies. The report identifies improvements made through the year and actions to be taken in response to feedback.

Leaders complete appropriate recruitment procedures to ensure that staff are suitable to work with children and have systems in place to ensure that Disclosure and Barring Service Checks (DBS) are checked every three years. However, improvements are needed to ensure some staffing procedures are compliant with the regulations. Some supervisions and appraisals have been completed for some staff. However, the person in charge has not received a formal supervision or appraisal since undertaking their role. This has resulted in a negative impact on professional development, pastoral care and impacts their ability to create a positive working environment and the best outcomes for children. We have therefore issued a priority action notice and expect the provider to take action to address this. During the inspection, the person in charge was not confident in maintaining safeguarding records in line with the safeguarding policy. While no immediate action is required, this is an area for improvement and we expect the provider to take action.

Parents we spoke with were positive about the care provided and noted the staff were welcoming and friendly. We heard staff and parents share information at collection and drop off time. Leaders have a positive relationship with staff at the local primary school which eases children's transitions from the setting and into school. The setting has developed good working relationships with other professionals and agencies for example, the Flying Start advisory team.

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
29	The responsible individual must ensure new staff receive sufficient induction and all staff have regular supervision to improve their knowledge, and support and monitor their practice and performance.	New

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
22	The responsible individual must ensure all leaders develop their knowledge and understanding of some aspects of their safeguarding policy so they are confident they can fully implement the policy and protect children in all circumstances.	New

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)
	No NMS Recommendations were identified at this inspection

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.

Best Practice
Recommendation(s)
Ensure that policies and procedures reflect current practice at the setting.

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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