

## Childcare Inspection Report on

**Cylch Meithrin Caban Clyd,  
Ysgol Gynradd y Felinheli,  
Y Wern, y Felinheli, Gwynedd LL56 4TZ**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg  
This report is also available in Welsh**



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## **Description of the service**

Cylch Meithrin Caban Clyd, which is located in a cabin on the site of Ysgol Gynradd y Felinheli, is registered to provide care for up to 20 children. Children aged from 2½ years up to school-starting age can attend the nursery group. The nursery group is open between 11am and 1.05pm, and then between 1.30pm and 3.30pm, every day during the school term.

The nursery group is managed by the person in charge, Rhian Jones, and there are two assistants: Susan Williams in the first session and Meinir Hemming in the second session. Care is provided through the medium of Welsh.

## **Summary of our findings**

### **1. Overall assessment**

The children who attend Cylch Meithrin Caban Clyd, y Felinheli, are happy and content, and enjoy their time in the nursery group doing a variety of activities. The staff respond to the children's requirements and a wonderful relationship has developed between them.

This nursery group is homely and welcoming and facilitates the experience of starting school.

### **2. Improvements**

The leader has made good efforts to update necessary documents, but some gaps remain.

The practice of recording staff attendance in the register has now been adopted successfully.

The nursery group has been providing water for the children to drink, which they are able to help themselves to, but it must be ensured that this practice is maintained at all times.

The staff at the nursery group ensure that paper towels are laid out for the children to use. It was also seen that the toilet seat had been repaired.

The nursery group has reviewed the procedures for the transition period in order to ensure the safety of children who stay on from one session to the next.

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

We have made two recommendations in relation to management and leadership, one in relation to care and development, and one recommendation in relation to well-being.

## **1. Well-being**

### **Summary**

The children are happy, confident and content and enjoy their time at the nursery group. Overall, they feel comfortable in their surroundings and this contributes to the development of their self-confidence. The staff have developed a friendly and caring relationship with the children and attention is paid to individuals' needs. The children benefit from attending the nursery group and receive friendly care that encourages their development.

### **Our findings**

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

Attention is paid to children's wishes when choosing activities and toys to play with, and they are listened to.

The children benefit from being able to choose from a variety of activities and toys during free play. We saw the children choosing between artwork, toy cars, jig-saws, puzzles, decorating a Christmas stocking, and playing with a toy train on the tracks. We saw the children being given the freedom to move from one activity to the next as they wished. This helps the children to develop independence and to express an opinion about the activities. The staff responded to individuals' wishes and chatted with the children as they played, encouraging and stimulating them continuously in order to develop their language skills.

Staff give the children sufficient opportunities to express themselves and listen to their responses.

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

Children are happy and at ease with the staff and many of the children were confident enough to chat with the inspectors.

A wonderful relationship has been developed between the children and staff, which enables most of the children to manage easily in their parents' absence. We saw that one child became distressed after the parent left, but was given sufficient attention by the staff and was encouraged to play until the child felt settled at the nursery group. The staff know the children well and chat with them about their families. We saw the staff and children enjoying jokes and having a lot of fun, especially when playing with the snowflakes. This continues to foster and develop the relationship between them. We saw that many of the children form friendships with others and play together, thereby developing social skills.

The children feel safe and content in staff members' company and are treated with gentleness and respect.

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

The children are beginning to understand their feelings and use this understanding to manage their behaviour, to work together, and to take turns, which leads to the development of a relationship with their peers and others.

The children benefit from the emphasis that is placed on frequent praise at this nursery group. We saw one of the children sharing without being prompted when playing with the toy train and the leader praising her and encouraging the other children to say thank you. The staff encourage acceptable behaviour and remind the children about safety in a positive manner. We saw the staff reasoning and chatting with a child when the child wanted to take a toy from another child. This encourages the children to demonstrate acceptable behaviour and to consider others.

The children are set a good example of how to develop a relationship with others and how to respect others' feelings. This is helpful in developing the children's social skills.

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

The children enjoy the play and learning opportunities that are provided for them.

We saw almost all the children playing with a variety of toys and engaging with various activities throughout the inspection. We saw that one of the children did not want to join in with the others during play time and was holding a pencil. The leader approached the child with a piece of paper in order to draw a picture. We saw some of the children volunteering to sing on their own and that they enjoyed doing so. The others were also given an opportunity to sing if they wanted to. At one time we heard the sound of a helicopter outside and the children were led to the window to look for the helicopter, and a conversation ensued about the use of the helicopter to rescue people, thereby encouraging the children's linguistic development. The children participated in a variety of activities, but it is recommended that some structured activities are included during this period.

The children receive a sufficient variety of activities and play opportunities, which enable them to learn, play, and enjoy themselves.

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

Overall, the children receive sufficient opportunities to learn and to become independent.

During the inspection, we saw that the children were encouraged to wash their hands after an art activity. We also saw that the children used the toilet independently. Children sit at the tables to eat a snack. However, we would suggest that there is a need to encourage the children's independence more during this period and to encourage them to help lay the tables and hand out the cups and plates.

The children are set a good example and are given encouragement in order to foster independence in their development.

## **2. Care and Development**

### **Summary**

The carer sat the nursery group have succeeded in developing a warm relationship with the children and have created a caring environment. The leader demonstrates understanding of key policies and procedures.

### **Our findings**

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

The carers are aware of necessary procedures for ensuring the children's health and safety, and ensure that they are implemented.

The nursery group is part of a pre-school scheme relating to health. The staff members at the nursery group ensure that the toilet area is clean and ready for the nursery group children after the primary school's nursery clashes left. In addition, they ensure that paper towels and liquid soap are laid out in preparation. Before the children received their snack, we saw one of the carers cleaning the tables and wearing gloves before fetching bowls and cups. They also ensured that the children all washed their hands before receiving their healthy snack, which consisted of fruit and some milk to drink. Fire drills are held jointly with the primary school and records were seen to evidence this. We were also told that the nursery group arranged its own fire drills but no records were seen. The staff are aware of the child protection policy and procedures but it should be ensured that this information is reviewed regularly.

The staff implement policies and procedures in relation to the children's health and safety, so that the children can thrive in a safe environment.

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

The staff promote positive behaviour consistently and set an example of acceptable behaviour. In addition, staff give individuals sufficient attention.

The staff have developed a warm relationship with the children in order to create a homely environment at the nursery group, working in accordance with the nursery group's policy for promoting positive behaviour. The staff encourage positive behaviour continuously by using positive persuasion and frequent praise. We saw staff members chatting with the children during an art activity and developing their language skills. The staff were patient with children who needed more attention, spoke calmly to facilitate understanding, and gave



reassurance when needed. The clear emphasis on positive behaviour and the resultant praise gave firm encouragement to the children.

The staff succeed in setting behavioural limits and set a definite and clear example for the children.

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

The staff attempt to provide a stimulating environment where each child can develop at his or her own pace. The leader is aware of each individual's development and incorporates this into her plans.

The leader maintains evidence which records each individual's development, following Foundation Phase guidelines and assessment criteria. We saw evidence of planning work according to the children's development, which also responds to individuals' needs. We also saw evidence of very comprehensive digital Treasure Books.

The leader succeeds in creating activity plans that respond to the children's development and needs, and it is suggested that she ensures that this information is available to be shared with the assistants.

### 3. Environment

#### Summary

The nursery group takes place in a cabin on the site of Ysgol Gynradd y Felinheli, which also uses the room each morning for its nursery class. It is a suitable room, which has an entrance hall and toilet area nearby. The resources and furniture are of a good quality although there is some confusion with regard to sharing resources. At present, the children use the school yard when playing outside because of storm damage to their own play area.

#### Our findings

##### 2. 3.1 How well do leaders ensure the safety of the environment?

There is plenty of space for the children to play freely and safely, both inside and outside. The staff are aware of the risks and dangers as the children fetch a variety of toys to play with, and we heard staff encouraging them to tidy up regularly to lower the risk of accidents for other children. The outer door of the nursery group is locked and there is no access to the entrance hall without a staff member being present. A full risk assessment is conducted every half term, and a daily check is made, for which a record was seen.

The staff consider and assess any risks that arise continuously. They have succeeded in creating an environment that is safe for the children.

##### 3. 3.2 How well do leaders ensure the suitability of the environment?

**4. The staff endeavour to ensure that the environment inside and outside is safe and welcoming for users. The space and resources are sufficient to fulfil individuals' needs. The room facilitates the children's independence and development. There is no specific area for conducting confidential conversations with parents.**

We saw that an attempt had been made to arrange the room into different areas, although greater clarity and variety would enrich the children's experiences. The room enables the children to play, learn, and experiment, in the knowledge that they are safe. The bathroom is accessible for the children and promotes their independence. The children sit together at tables to eat their snacks and at lunchtime. There is safe access to the outside area, which is enclosed by a fence. Because the nursery group shares the room with the school, our attention was drawn to the lack of space on the walls. Despite this, we saw a colourful display of the children's work, which gives them a sense of belonging.

The staff have succeeded in providing a welcoming and fun environment for the children, which facilitates their development.

**5. 3.3 How well do leaders ensure the quality of resources and equipment?**

The nursery group provides sufficient equipment and resources for the children that are appropriate for their age and development and are of a good quality.

We saw that the furniture and the equipment at the nursery group were suitable and of a good quality. This derives from the relationship between the nursery group and the school. It is suggested that opportunities are created to build on this relationship when planning to develop the store of resources and how to lay them out in the room for the children's benefit. The resources align with the ethos of the Foundation Phase and promote the children's development as they learn through play. The staff work diligently to ensure that the building and resources are suitable in the short period between the end of the nursery class and the start of the nursery group. The outside area is suitable for providing play and learning opportunities for the children, and their particular toys are kept in the shed outside.

The resources and equipment that are available at the nursery group are sufficient to provide suitable opportunities to fulfil the children's needs and to encourage them to learn and experiment through play.

## **4. Leadership and Management**

### **Summary**

The leader and registered person, with whom we had an opportunity to talk, understands their responsibilities in relation to the Child Minding and Day Care Regulations (Wales) to a great extent.

### **Our findings**

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

The leader has worked diligently to update the nursery group's policies and procedures and statement of purpose in accordance with the National Minimum Standards. It must be ensured that this work is completed forthwith.

The staff are aware of the policies and procedures and a conscientious effort is made to incorporate them into their everyday practices. The nursery group has a statement of purpose that is being updated at present. We discussed with the leader the elements that needed to be amended and included in order to ensure that the statement is complete, such as details about the facilities, contact details, emergency arrangements, and the arrangements for reviewing the statement frequently and for informing CSSIW of any changes. It is recommended that this work is completed before issuing it to parents. We saw examples of the children's files and found that they were consistently comprehensive and current, and that the forms requiring signatures had been signed. The leader works very diligently in the nursery group but it is recommended that she shares all the information with the rest of the staff and registered persons, and that she also shares some of the duties.

The leader fulfils the requirements of the national standards to a great extent and keeps her paperwork organised.

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

There are some systems in place for monitoring the quality of the service.

Evidence was viewed of information being gathered for a quality report and it is suggested that the provider uses this information to prepare the quality of care report, which will also include the parents' and children's views of the service. The leader was reminded of the requirement to send equality of care report to CSSIW annually. We saw the books in which any accidents or incidents are recorded, and saw that they were in order. The leader said that they had not received any complaints and that the parents were happy with the provision. It is recommended that more structure is introduced when gathering parents' views.

Firm foundations have been laid in order to self-appraise the service and to plan for its improvement; however, momentum must be sustained and it must be ensured that this work is completed.

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

The current members of staff attended induction sessions after starting in their roles and receive support.

The staff work well together and support each other. However, the service would benefit if the leader shared more of the duties and responsibilities with the other members of staff. This could lead to a greater sense of ownership of the service amongst all the workers. The leader has good management and leadership skills, and sharing duties would give her more time and a better opportunity to focus on those skills. We saw that most of the staff files were complete and we were told that the documents that were missing wherein the care of the registered person.

Overall, the staff at the nursery group work together successfully and support each other. Improving the practice of sharing duties will ensure that staff members are happy and do their utmost for the children's well-being.

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

There is a good relationship between the nursery group and parents and a parents' evening is held twice a year. The communication link between them is informal at present.

During the inspection we had an opportunity to talk with some of the parents as they accompanied their children to the nursery group. All of the parents praised the service highly, and mentioned the close relationship between them and the nursery group. The parents valued the fact that the staff are happy to chat at the end of sessions, and also praised the use of social media to share information. We saw that essential information was displayed in the entrance hall.

This relationship enables staff to make informed decisions about the children's care and development, and updates parents about their own children's development.

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

### **5.1 Areas of non-compliance identified at previous inspections**

### **5.2 Areas of non-compliance identified at this inspection**

**None**

### **5.3 Recommendations for improvement**

- It is recommended that a staff meeting and internal training are held in order to become more familiar with policies and procedures and to sustain staff members' knowledge of their duties.
- It is recommended that practices involving greater joint working and sharing of information and responsibilities are adopted in order to facilitate the leadership and management procedures.
- It is recommended that updates of essential documents are completed forthwith by filling the gaps discussed during the inspection.
- It is recommended that more opportunities are given at snack times to develop the children's independence.

## 6. How we undertook this inspection

This was an unannounced inspection. On the first visit, we arrived at the nursery group at 10.30am and left at 4pm, and on the second visit we arrived at 12.44pm and left at 2.50pm, in order to observe the children and the care given to them. This included time on the first afternoon to hold further conversations with the leader and with one of the registered persons. We carried out observations inside and outside the nursery group. In addition:

- Information already held by CSSIW was reviewed – the Self Assessment of Service Statement (SASS) and the report on the last inspection.
- We spoke with some of the children and three parents. We also spoke with the two members of staff and the registered persons.
- We looked at a wide range of records, namely the statement of purpose, staff files, policies and records, children's files and checklists.
- Practices and procedures were examined during the inspection, and a SOFI2 observation was completed in order to gather information on the children's engagement and the care given by staff.

Further information about what we do can be found on our website  
[www.cssiw.org.uk](http://www.cssiw.org.uk)





## 7.

**About the service**

<b>Type of care provided</b>	Sessional day care
<b>Registered person(s)</b> <b>Responsible individual</b>	Sian Williams Meleri Jones
<b>Person in charge</b>	Rhian Jones
<b>Maximum number of places registered</b>	20
<b>Age range of children</b>	2½ up to school age
<b>Opening hours</b>	11am– 1.05pm 1.30pm – 3.30pm
<b>Operating language of the service</b>	Welsh
<b>Date of previous CSSIW inspection</b>	19 September 2013
<b>Dates of this inspection visit</b>	13 December 2016 and 14 December 2016
<b>Is this a Flying Start service?</b>	No
<b>Does this service provide the Welsh language active offer?</b>	Yes
<b>Additional information:</b>	