



Inspection Report

Cylch yn yr Ysgol

**Builth Wells CP School
Hospital Road
Builth Wells
LD2 3GA**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



6 June 2023

About Cylch yn yr Ysgol

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Cylch yn yr Ysgol
Registered places	24
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	21 June 2018
Is this a Flying Start service?	No
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.

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<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 have a strong voice at this service. They know their needs, preferences and feelings will be listened to and they can make their own choices and decisions. Children express enjoyment and are comfortable, relaxed and very settled. Children have opportunities to follow their own interests and enjoy taking part in the activities on offer.

Staff keep children safe and healthy. They have completed mandatory training and have an appropriate system in place for monitoring children's progress and directing activities. They interact positively and kindly with children.

Staff provide a clean and suitable environment. The outdoor area provides an excellent environment for children to develop a range of skills. The indoor environment meets children's needs and is comfortable. They provide a good range of resources that are appropriate for different ages and stages of development.

Leadership and management of the setting is good and organised. There are systems in place for managing records, maintaining policies and reviewing the quality of care. People who run the setting ensure they provide staff with good opportunities to develop professionally. They are passionate in ensuring they offer a high standard of care to the children in their setting. They have developed appropriate partnerships across the community.

Children have a strong voice. They have good opportunities to make choices and decisions about what affects them and which resources they would like to use. They move freely between different activities. Children feel safe, happy and comfortable. They are extremely content and settled and show enjoyment. During outdoor play we heard one child state, *"This is lots of fun."*

Children have positive bonds of affection with staff. The children enjoy their company and seek comfort and reassurance from them when they are upset. We saw children approach staff members and cuddle them. Children express themselves well and are confident to ask for support when needed, *"Can we have some more water please?"* They receive an immediate response to their requests and prompts. For example, when a child stated, *"Can you play ball with me?"*, the staff member responded immediately and played ball with the child.

Interactions between children and staff are consistently good. The children co-operate well for their age and are actively interested and engaged in the play opportunities available to them. For example, outdoors, children played purposefully; we saw a group work together to add water to the activity tray, creating a dinosaur small world scene. Children have a strong sense of belonging and are beginning to form friendships with each other. We observed children sharing play dough tools and asking one another, *"I'm your friend aren't I?"* as well as children inviting each other to play hide and seek.

Children show high levels of engagement in their play and learning. They confidently engage in self-directed activities. During our visit, the children chose to play with the role play home corner, play dough and the small world area to name a few. Children play cooperatively, sharing resources, negotiating and taking turns. They follow direction from staff well. For example, during the music session in the hall, children took turns and worked together carrying instruments when it was time to tidy.

Children have opportunities to develop their skills and independence in line with their age and stage of development. This enables them to do some things for themselves successfully. For example, they wash their hands, pour their own drinks at snack time, clear their plates and place waste in the bin independently. Some children gain a sense of achievement from what they do and are eager to share their successes, for example proudly taking on the role of helper during snack time.

Staff are fully aware of their responsibilities to keep children safe and healthy. They implement policies and procedures well to promote children's healthy lifestyles and physical activities. Staff implement good cleaning and hygiene procedures. For example, they consistently encourage children to wash their hands regularly. During the visit, no children present were in nappies, however we discussed the nappy changing procedure with the person in charge, which ensures children's privacy and dignity is respected. Nearly all staff hold valid certificates for food hygiene training. Children bring fruit from home for snack and have a choice of milk or water to drink.

The person in charge and staff are aware of safeguarding procedures and have completed training to support this. They are fully aware of the procedures to follow if they have any concerns about a child. Staff complete appropriate accident and incident forms, and the person in charge maintains the appropriate registers.

Staff manage interactions effectively. They act as positive role models, treating children with kindness and care. Staff praise children for their efforts and accomplishments to promote their confidence and self-esteem, "*Wehey! Well done.*" They also praise the children visually using a stamper. They encourage children to say 'please' and 'thank you.' Staff manage children's behaviour well; encouraging them to wait their turn and to be kind to their friends. Children are confident to approach staff if they require assistance. For example, one child asked a staff member, "*Can you help me?*" as they accessed the balancing rope outdoors.

Staff support children's learning in a positive way. They are aware of children's development and provide a good range of engaging activities. The person in charge and staff plan activities in line with the Curriculum for Wales. Staff assess children's progress and monitor their learning and development. Staff mainly provide a self-directed learning environment where children follow their interests by choosing the resources they want to use and play with.

People who run the setting and staff are fully committed to promoting the Welsh language.

The environment is safe, clean and in very good condition, providing a safe and comfortable place for children to relax and learn. The setting is secure and locked. People who run the setting maintain a good environment to improve children's experiences. They have identified risks and taken action to reduce or remove these.

Risk assessments are in place and staff follow them. Staff also check daily risks; record maintenance checks and keep a record of visitors to the setting. Emergency procedures, fire and good infection control measures are in place. People who run the setting ensure all areas of the premises and resources used by the children are clean. Rusty items in the mud kitchen were replenished immediately following the visit. People who run the setting ensure they organise and record fire drills. They ensure access to a first aid kit for the setting with a separate one for outings. Records evidence that staff check the kit regularly.

The environment is light, bright, and airy. Play and learning areas have a good range of resources to ensure staff can offer stimulating and exciting activities for the children. There is a spacious, colourful indoor area where children can dine and play. People who run the setting ensure children can independently access resources by providing low-level storage, furniture and equipment. This supports their development and self-directed learning. People who run the setting understand the importance of outdoor play to promote children's development. They ensure children have access to the outdoors as and when they want to. The large outdoor area is safe and secure and offers a range of very good play opportunities and equipment including a playhouse, planting areas, mud kitchen, grassed area and climbing equipment to name a few. The outdoor area provides excellent opportunities for children to develop an array of skills including mark making, sensory play, role play and physical development. The setting uses a large variety of natural and real-life resources in the play areas. For example, in the outdoor play area, children have access to drawers of natural materials including shells, stones, pinecones and so on. Toileting facilities are suitable and provide for children's privacy and dignity.

The wide variety of resources, toys and books are suitable, clean and in good condition, enabling staff to prepare activities confidently. People who run the setting and staff display colourful and appropriate Welsh posters and children's artwork. This gives the children a sense of achievement. Resources and activities promote equality and cultural awareness.

People who run setting have a good understanding of their responsibilities as a provider. They are committed to providing a good service and have met all the recommendations from the previous inspection. People who run the setting have a clear vision for the service they provide. The statement of purpose is in line with regulation and national minimum standards following the inspection visit, and reflects the service offered. Appropriate policies and procedures are in place and reviewed on an annual basis. People who run the setting keep all necessary records in relation to children's contracts and their needs and preferences. They have appropriate parental permissions in place. People who run the setting maintain up to date certificates such as public liability insurance and appropriate attendance records for both children and staff.

People who run the setting employ suitably qualified staff. They maintain good staffing ratios to meet children's needs and ensure all staff suitability checks are in place. However, staffing ratios were not maintained for a very short period at one point during the inspection visit, as a staff member left the outdoor area to take a small group of children to the toilets. We discussed this during the visit and the person in charge acknowledged this. They ensure all staff have current paediatric first aid as well as other mandatory training.

People who run the setting support staff effectively in understanding their roles and responsibilities. Staff confirmed the person in charge supports them very well and they feel confident to approach her for advice or support at any time. Staff receive regular supervisions and annual appraisals and these evidence opportunities for professional development. Staff meet regularly and discuss their requirements and any concerns on a fortnightly basis during meetings with the person in charge.

People who run the setting review the service. They complete an annual quality of care review which includes the views of children, parents, and staff. Partnerships with parents and the school where the service is based are good. They have recently held parent sessions to share information on children's development. People who run the setting understand the importance of working in partnership to ensure children experience all the support required to meet their individual needs. Parents we spoke to during the inspection visit stated they were happy with the service and their children enjoyed attending. We also received feedback questionnaires following the visit and these were very positive, "*The play leaders are outstanding. My child speaks with great fondness of them all. I have been so pleased with his experience with them. He wakes up every day asking if it's time to go to cylch*" as well as "*Excellent, friendly and educational service. My son loves going and he is learning so much Welsh.*"

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
N/A	No non-compliance of this type was identified at this inspection	N/A

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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