



## Inspection Report

**Cylch Meithrin Llanllyfni - Flying Start**

**Neuadd Goffa Llanllyfni  
Llanllyfni  
Caernarfon  
LL54 6SG**

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

**This report is also available in Welsh**



**Date Inspection Completed**

28/06/2021

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## About Cylch Meithrin Llanllyfni - Flying Start

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| Type of care provided                                      | Children's Day Care<br>Full Day Care  |
| Registered Provider  | Meithrinfeydd Cymru Cyfyngedig  |
| Registered places  | 16  |
| Language of the service                                    | Welsh   |
| Previous Care Inspectorate Wales inspection                | <a href="#">16 May 2018</a>   |
| Is this a Flying Start service?                            | <a href="#">Yes</a>   |
| 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 |

## **Summary**

This is an inspection undertaken during the Covid-19 pandemic; therefore, we have focused on the priority areas for this setting and not the full quality framework.

Children are happy, settled and enjoy their time at the service. They have positive relationships with staff and each other. Staff are aware of their responsibilities in respect of keeping children safe and healthy. They know children well and speak to them in a warm and friendly manner. Staff plan a variety of activities that interest children and help them to develop their skills effectively. Toys and resources are of good quality and there is a sufficient variety to spark children's interest. People who run the service ensure all areas are safe and that any risks are managed appropriately. Good relationships have been formed with parents and information is shared effectively, ensuring children's needs are met.

## Well-being

Children make decisions about how they spend their time. During free play they move around the readily set out activities freely and are comfortable to ask staff for any activities they need help to set up. For example, they are confident to ask staff for help to fetch water for the outdoor mud kitchen. They are confident to express themselves to staff and know their wishes will be respected. For example, when completing the focus task for the day children were confident to let staff know they wanted to do something different and were supported to choose alternative toys.

Children are settled and feel secure in their surroundings. They are confident to approach staff to chat and know they can approach them for reassurance or comfort when needed. They are eager to show off their work to staff as they know they will be praised for their efforts. Children have started to make friends and chat together during lunch time and during play, sharing lots of smiles and laughter as they do so.

Children listen well and are happy to help with tasks and follow instructions. They play well together and are beginning to make friends. Children are able to share toys and take turns well, for example when playing on the slide and with the toy vehicles.

Children enjoy their play and have fun taking part in activities. For example, a group of children played imaginatively together in the mud kitchen, pretending to bake a birthday cake. They chatted together and instructed each other about what to do next and lots of laughter and happy chatter was heard when they sang happy birthday to one of their dolls.

Children concentrate on tasks and show interest in what they are doing. For instance, when loading the wheelbarrows with wooden blocks and transporting them to the other part of the outdoor play area to build a path. They concentrated well, chatted about what to do next and counted out each block as they took turns to place them on the path.

## Care and Development

Staff understand their roles and follow the correct procedures to ensure children are kept safe and healthy. They have completed safeguarding training and those we spoke with could tell us the correct procedures to follow if they had a concern about a child. A sufficient number of staff have also completed paediatric first aid training. Staff record any accidents or incidents and ensure these are signed by parents, but they are not always signed by a staff member. Staff ensure fire drills are undertaken at least once every term and these are fully recorded.

Staff promote healthy eating and exercise; they provide healthy snacks and plan opportunities for children to spend time outdoors. They also encourage children to wash their hands as and when they need to and follow appropriate hygiene procedures when handling food and changing nappies.

Staff have positive relationships with children; they speak with children in a kind and calm manner and provide comfort and reassurance when children need it. They deal with any arguments or inappropriate behaviour positively. For example, by distracting children when they begin to bicker and redirecting them to another activity. They gave children plenty of praise throughout the session for following instructions, using good manners and completing activities.

Staff know the children well and are familiar with their likes and dislikes. They gather plenty of information about children's individual care, personal and medical needs before they begin attending, helping them to plan effectively. The person in charge ensures detailed activity plans are in place, which include a good variety of tasks to develop children's skills across all areas of learning. Staff maintain individual learning profiles to track children's progress as well as keeping observation notes, photographs and detailed assessments. Photographs and observations are collated in an individual 'theme book' for each child.

## Environment

People who run the service prioritise children's safety and ensure staff follow procedures to keep children safe. For example, staff ask visitors to sign the visitor's book on arrival and ensure the building and outdoor areas are secure. They have comprehensive written risk assessments in place, which outline any potential hazards to children's safety and how these are managed and this is reviewed and amended regularly. However, during inspection we found plastic aprons stored within children's reach. This was immediately rectified when we brought the matter to the attention of the person in charge. People who run the service have also written a dedicated risk assessment and policy outlining the additional procedures that are in place to prevent the potential spread of Covid-19.

There is sufficient space for children to move around and explore play areas. People who run the service have arranged the play rooms into dedicated areas where specific activities take place. For example, sliding doors are used to close off an area for quieter or focused activities and space with the tiled floor is used for messy play, craft activities and snack times. Toys and resources are stored at low level in clearly labelled boxes and although the selection is currently more limited than usual due to Covid-19 procedures, staff rotate toys in order to maintain children's interest. Furniture such as low level tables and chairs suit the children's ages. Staff display photographs and samples of the children's work on the notice boards, providing them with a sense of belonging. The outdoor play areas offer some opportunities for children to explore and play to develop their imagination, including a mud kitchen, slide, planting area, ride on toys and loose parts.

People who run the service provide children with a sufficient range of toys and resources which are in good condition and are suited to the children's ages and stages of development. They are clean and in a good state of repair with detailed records kept of when they are cleaned and checked. People who run the service try to use natural, sustainable and recycled materials where possible. For example, some of the toys were made from wood and a variety of recycled materials was available for children to explore. They also provide plenty of multicultural and Welsh resources to enable children to learn more about the world they live in.

## Leadership and Management

People who run the service ensure staff are aware of their responsibilities. They share their vision for the service with them and make sure the service's policies and procedures are followed effectively. The statement of purpose contains all the required information, meaning parents can make an informed decision about whether the service meets theirs and their child's needs. Detailed policies are in place outlining all procedures to be followed during the Covid-19 pandemic, meaning staff understand exactly what is expected of them. People who run the service also review policies regularly to ensure they contain up to date information.

People who run the service are keen to ensure they continually develop and improve the service. They seek verbal feedback from parents, staff and other professionals who regularly visit the service by means of feedback questionnaires. They also seek children's views by talking to them and during daily observations, for example by watching which resources children prefer and those they do not use. Last year's review of the quality of care report includes what improvements had been made and those which were planned for the following year in response to the feedback received.

People who run the service ensure staff receive regular training and support them to carry out their roles effectively. Staff told us they were able to approach people who run the service at any time to discuss any issues or their training needs and records were kept on their staff files of these one to one discussions. Most staff files are comprehensive and contain all the required information, showing safe recruitment checks are in place. However, one of the newer staff member's files only contained one identity document. The person in charge confirmed this had been rectified shortly after inspection.

People who run the service share information with parents effectively. They keep evidence on file of information gathered from parents detailing children's specific needs, likes and dislikes. Parents are very complimentary about the service. They told us they had positive relationships with staff, who shared information with them verbally at the end of each session, through letters and through a private social media page.



## **Recommendations to meet with the National Minimum Standards**

R1-. Ensure plastic aprons are stored out of reach of children at all times.

R2- Ensure a staff member signs each accident record in addition to parents.

**Areas for improvement and action at, or since, the previous inspection. Achieved**

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| Regulation 15 of The Child Minding and Day Care (Wales) Regulations 2010 - The statement of purpose must be sent to us when there are changes, such as the new hours of opening; | Regulation 15 (1) (a) |
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| Regulation 31 of The Child Minding and Day Care (Wales) Regulations 2010 – we must be notified of any changes at the service within 14 days of the change occurring. In this instance we were not informed of the service’s new hours of opening. | Regulation 31 (1)<br>Sch4.06 |
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| Regulation 25 - all parts of the premises are free from hazards - chairs stacked to 5 in hall; radiators uncovered in hall; cleaning products under sink near children's toilets accessible to them as catches on cupboards had broken. | Regulation 25 (a) |
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**Areas for improvement and action at, or since, the previous inspection. Not Achieved**

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| Regulation 28 of The Child Minding and Day Care (Wales) Regulations 2010 – staff files must contain the relevant suitability checks for each individual staff member and | Regulation 28 (1) (a) |
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Where providers fail to improve we will escalate the matter by issuing a priority action notice. Where providers fail to take priority action we may escalate the matter to an Improvement and Enforcement Panel.

**Areas where priority action is required**

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| None |  |
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**Areas where improvement is required**

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| None |  |
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