



# Inspection Report

**Cylch Meithrin Hermon**

**Canolfan Gymunedol Hermon Community Centre  
Hermon  
Glogue  
SA36 0DT**



**Date Inspection Completed**

07/03/2024

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## About Cylch Meithrin Hermon

|   |  |
|---|--|
| Type of care provided                                     | Children's Day Care<br>Sessional Day Care  |
| Registered Person   | Cristoffer Tomos   |
| Registered places   | 17   |
| Language of the service                                   | Welsh  |
| Previous Care Inspectorate Wales inspection               | 16 May 2018  |
| Is this a Flying Start service?                           | No   |
| Does this service promote the Welsh language and culture? | 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><a href="#">Well-being</a></u>                | <b>Good</b> |
| <u><a href="#">Care and Development</a></u>      | <b>Good</b> |
| <u><a href="#">Environment</a></u>               | <b>Good</b> |
| <u><a href="#">Leadership and Management</a></u> | <b>Good</b> |

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

## Summary

Children are happy and confident in communicating their wishes and their needs are considered fully. They have good opportunities to make choices and their interests are valued. Children are settled and have developed close relationships with their peers and staff. They play energetically and enjoy developing their independence skills.

Staff follow policies and procedures to promote healthy lifestyles, physical activities, safety and personal well-being. They manage risks and understand their responsibilities with regard to child protection. Staff plan bespoke and exciting activities that are relevant to the children's background and ensure that they are supported to learn.

Those responsible for running the setting have policies that ensure that everyone understands their responsibilities with regard to keeping the children safe. They ensure that the environment is safe and well maintained. Those responsible for running the setting have good health and safety measures in place and take the opportunity to ensure a good balance for children so that they stay safe and enjoy exciting learning experiences.

Those responsible for running the setting are committed to ensuring continuous improvement and understand their regulatory responsibilities. They provide ongoing training for staff and develop staff supervision more consistently. They have developed and established strong relationships with parents and the local community, which provides the children with a wide range of learning experiences.

Children are happy and enjoy the freedom to make decisions and choices in their play and learning experiences. They are given numerous opportunities to have their voices heard and express their opinion. For example, children asked for stickers in the marking area, choose to prepare potato soup in the mud kitchen and spend time with the farm resources. During snack time and lunchtime, they are confident to say that they have had enough to eat and ask when they wish to go to the toilet. For example, “*Ga i fynd i’r tŷ bach?*” (“*May I go to the toilet?*”), “*Ga i sychu trwyn?*” (“*May I wipe my nose?*”), “*Gai mwy plŷs?*” (“*May I have more, please?*”)

Almost all children are settled in the setting and enjoy the company of new friends and staff. They have started to develop good relationships with their peers and chat happily amongst themselves. They are comfortable with visitors. For example, when walking with the children from the toilet area, the children form a train and tell us to “*dala sownd*” (“*hold tight*”) showing us where to place our hands on their shoulders to join the train.

Children develop strong relationships with their peers and enjoy working together when playing and tidying up. During a circle time session they enjoy chatting and naming their pets, with some telling stories confidently about animals in their homes and on their farms. Children have developed a clear understanding of their identity and culture and enjoy focussing on the theme of the week, namely supporting farmers. They are enthusiastic and recount their own farming experiences with clear understanding and language skills.

Children have numerous opportunities to play and learn through the theme of the month. They enjoy learning skills such as cutting vegetables to prepare soup. Children are interested in the process and enjoy tasting the soup they have made. We saw pictures of other activities undertaken during the week with children cooking Welsh cakes and experiencing an outdoor activity on their little tractors. On the day of our visit, the children were dressed for World Book Day and obviously enjoyed taking their turn to show the books they had with them. Children enjoy using a range of real equipment in the mud kitchen such as saucepans, a potato-masher and leeks to make 'cawl'. They enjoy story time and the experience of listening and concentrating with a number of them eager to contribute and answer questions. In the outdoor area, children are adventurous and busy. For example, when standing on the ship climbing frame they cry, “*Dewch i’r parti pirate,*” (“*Come to the pirate party*”) whilst others show skill and patience in using a tractor to move bricks from one area of the playground to another.

Children develop sound independence skills as they enjoy self-registering on arrival. The helper of the day role works effectively. For example, children build confidence and self-esteem in leading with independent tasks such as ensuring that the food and drink trolley gets to the tables. They receive certificates for their efforts and enjoy the praise and the sense of achievement. Children use the toilet, wash their hands, wipe their nose, tidy up, eat, play and put on their wellingtons before playing in the sand pit.

Staff understand their responsibilities to safeguard children and promote the health and well-being of children in their care. They understand the safeguarding policy and procedures and we saw flow charts around the setting displaying contact numbers so that staff can raise concerns. Staff training on safeguarding children has been completed. There are correct procedures in place for recording accidents and incidents and staff have updated their first aid training following our visit. There are clear arrangements in place for the staff to keep children safe with regard to allergies. They have robust hygiene procedures. Staff wipe tables down before mealtimes and encourage the children to consider their personal hygiene when washing their hands with soap and drying their hands independently. Parents prepare food for their children for snack time and lunchtime and staff remind children about their water bottles which are on trolleys nearby. Although we did not observe the nappy changing process, they have a clear policy and accurate nappy changing records. Staff use safe procedures to escort children to the centre's toilets and support them to be independent. Staff understand their requirements to support children with additional learning needs and we saw evidence of staff working effectively with professionals during our visit.

Staff are kind and show respect towards the children. They know the children well and are good role models. Staff have established warm relationships and interact in a supportive and comfortable manner. They offer a balanced timetable providing children with routine and the freedom to make decisions for themselves. Staff model the Welsh language clearly and correctly when chatting which has a positive impact on open and natural interaction with the children. They provide opportunities to enjoy mealtimes in a social manner around the table and staff sit beside the children to provide reassurance, support and praise. They introduce strategies to manage children's behaviour and encourage good practice such as tidying up and working together kindly.

Staff ensure that the children have wide-ranging opportunities to play freely and undertake activities. For example, preparing craftwork for Mothering Sunday and St David's Day. We saw that the staff had planned a full timetable for the theme of the week, namely the farm, ensuring a range of experiences such as preparing their own meat sandwiches and making woollen sheep for a display. Outside, staff plan carefully to ensure that resources are in place to support children in planting flowers and using a long hosepipe to water their flower pots. Staff actively support and encourage the children to be polite, wait their turn and share resources. For example, in the home area in the outdoor shed, staff join in the role-play and support children to think about what resources are needed to prepare meals.

Those responsible for running the setting have clear safety policies and procedures in place that ensure that the setting is safe and secure. They ensure that the setting's main door is kept locked at all times. Those responsible for running the setting maintain a range of bespoke risk assessments for all areas and occasions. For example, the setting, the outdoor area, trips and risks such as fire. They keep accurate records, conduct fire drills and have the correct fire equipment, which shows that there are clear procedures in place to safeguard children. Those responsible for running the setting updated the staff register during the inspection, formalising the daily recording system. They use a bell if necessary, to attract the children's attention at pick-up time and this works effectively. Those responsible for running the setting maintain a visitors book which ensures everyone's safety whilst on the site. They ensure that the ratios of staff to children are correct and are implemented effectively at all times. They keep first aid boxes on the site and for off-site trips.

Those responsible for running the setting offer a welcoming environment and use the site effectively. The main entrance displays children's information, arrangements for an emergency such as fire, the safeguarding process and the operational plan. We saw a nose wiping station being used regularly, showing that the children are familiar with the routine and enjoy the independence to undertake this task. Those responsible for running the setting set aside a room for activities such as craftwork, experimenting and cooking. The area has a hand washing station that allows the children to be independent before mealtimes or after being outside. In the main room, those responsible for running the setting provide warm, interesting and open areas for the children. For example, mark-making, mathematics and digital areas, as well as a carpet where children enjoy assembling and socialising. Outdoors, they offer an exciting provision such as a ship climbing frame and a new shed where children enjoy taking part in role-play. They provide opportunities for children to use water, build and develop their skills on bikes and tractors. Those responsible for running the setting give consideration to celebrating diversity and introduce the children to the wider world. They display the children's work celebrating international events and world religions. For example, the Welsh table, the Chinese New Year and a display of various fish celebrating diversity and equality.

Those responsible for running the setting offer a wide range of high-quality provision and resources. These are suitable for the children's age and level of development and are stored and rotated in order to maintain the children's interest. For example, they change the use of the provision such as the shop or the shed to correspond with the theme. They place their resources in clear storage units that are kept at the children's level. They make effective use of resources such as 'Colin y Crwban' ('Colin the Tortoise') to reinforce values, care for others and good manners such as sharing, being kind to others and saying please and thank you.

Those responsible for running the setting maintain policies and procedures that reflect their ethos and work. They work closely together and support one another to ensure that they understand and fulfil their responsibilities. Those responsible for running the setting comply with regulatory requirements and keep a range of records securely on site such as the children's individual files and current certificates. They ensure that they have DBS certificates for all members of staff and that these are renewed in a timely manner.

Those responsible for running the setting evaluate the care provided through discussions and by distributing questionnaires to parents, staff and children and obtaining and recording their views. In doing so, they complete an annual quality of care report. They use the information gathered to introduce new ideas and ensure continuous improvement in the setting. The children told us that they enjoy trips on the bus, going for a walk, yoga, the dinner club, cooking, stickers and singing. As a result, staff consider children's wishes when planning themes and we saw evidence of this.

Those responsible for running the setting look after their staff and ensure that robust procedures and systems are in place. They maintain staff files and we saw the file of a prospective member of staff being completed during the inspection, whilst they completed an effective induction period. Those responsible for running the setting ensure compliance with staff mandatory training requirements such as safeguarding and food safety. They also provide opportunities to attend additional courses such as outdoor learning and loose parts. Staff said that they were happy and enjoyed the open and diligent nature of the team. They are subject to an annual appraisal but there was no evidence of regular supervision meetings or personal targets.

Those responsible for running the setting have a strong partnership with the centre and take every opportunity to use the site to work with the community. For example, the setting's 40th birthday party, meeting with the elderly inhabitants of the village and bingo evenings. Those responsible for running the setting work closely and effectively with professionals to meet the children's individual needs. They have also established effective partnerships with the local school as well as childcare settings as they offer a transport service for the children. Those responsible for running the setting organise a number of activities that encourage parents and the community to attend and get involved. For example, a farmers support morning, cooking Welsh cakes with older members of the children's families. Parents told us their children were very happy and the staff are pleasant and supportive. They went on to say they enjoy seeing their children's activities and reading about them on the setting's social network. The children take part in a Christmas concert in the centre and visit the dinosaur park, the bookshop, and the local café. They celebrate music and book related days and ensure the children have special opportunities to enjoy a wide variety of experiences to learn, develop and socialise together.



### Summary of non-compliance

| Status              | What each one means   |
|---------------------|---|
| <b>New</b>          | This non-compliance was identified at this inspection.  |
| <b>Reviewed</b>     | 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. |
| <b>Not Achieved</b> | Compliance was tested at this inspection and was not achieved.  |
| <b>Achieved</b>     | 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 |
|-----|---|-----|

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 will highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will consider them at the next inspection.

| National Minimum Standards               |  |
|--|--|
| Standard                                 | Recommendation(s)  |
| Standard 13 (Day Care) - Suitable Person | Ensure all staff receive regular supervisions to enable them to think about the quality of their practice and monitor their targets. |

| Ratings          | What the ratings mean  |
|------------------|--|
| <b>Excellent</b> | 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. |
| <b>Good</b>      | 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.  |
| <b>Adequate</b>  | 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.  |
| <b>Poor</b>      | 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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