



# Childcare Inspection Report on

**Cynllun Gofal Melin Gruffydd**

**Ysgol Gymraeg Melin Gruffydd  
Glan y Nant Road  
Yr Eglwys Newydd  
Caerdydd  
CF14 1AP**

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

**This report is also available in Welsh**



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## **Description of the service**

Menter Caerdydd is registered with Care Inspectorate Wales (CIW) to provide care for 55 children at Cynllun Gofal Melin Gruffydd, which operates from rooms within Ysgol Gymraeg Melin Gruffydd in Whitchurch, Cardiff. The service provides care for children aged between 4 and 11 years old and operates 08:30am to 05:30pm weekdays during School holidays. The organisation has appointed a Responsible Individual (RI) to act on its behalf, and two suitably qualified Persons in Charge (PiCs) have been nominated to run the service on a day to day basis. Welsh is the language of the service.

## **Summary of our findings**

### **1. Overall assessment**

Children benefit from a wide range of well planned activities. They receive warm and nurturing care from staff who know them well and who are responsive to their needs. Children are well settled and at ease within the service and make good supportive relationships. The environment is safe, there is sufficient space for play and learning and the premises is well maintained. Leadership and management is effective and meets the requirements of the Child Minding and Day Care Regulations (Wales) 2010 and the National Minimum Standards.

### **2. Improvements**

Since the last inspection new resources have been purchased and a wider choice of activities are provided for children. Communication systems with parents and staff have also improved.

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

We did not identify any areas of non-compliance at this inspection. We made good practice recommendations which are summarised at the end of the report.

# **1. Well-being**

## **Summary**

Children benefit from a good range of play and learning experiences which are challenging and support their all round development. They are forming positive relationships with their peers and staff, and are settled and comfortable in their surroundings.

## **Our findings**

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

Children are able to speak freely and communicate with confidence. They are able to select activities which interest them and freely choose their resources. During our inspection visits the children were happy to approach staff for additional resources such as paper and games, and their requests were promptly dealt with. Children could choose whether to play inside or outside and we heard them confidently telling staff what they wanted to do.

Children are able to speak out with confidence. This promotes their independence and self esteem.

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

Children are content and are settled in the service. There is a busy atmosphere and children enjoy their time playing with others. We saw children laughing and running around the outside space. We heard staff acknowledge children's efforts and praise their achievements. We observed children approaching staff to show them the artwork they'd done and they clearly valued the staff's approval.

Children are happy and settled. This promotes their confidence.

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

Children of varying ages use the service and behave appropriately. They are developing good relationships with each other and are forming positive friendships. We observed different groups of children over the course of the inspection and saw that there were lovely interactions between the children who happily participated in group activities and in paired activities, for example building dens together and completing puzzles. The children considered each other and shared resources.

Children are developing good social skills, and learning how their behaviour can impact on others.

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

Children show enjoyment in the play activities available to them which are appropriate for their age and sustain their interest. The range of play occupied the children's time productively and included drawing activities, creative drama workshop, outdoor play, den building and role play. A group of children particularly enjoyed an activity which involved making crowns out of foil materials. Children enjoyed the freedom to move

between inside and the outdoor area as they wanted. The RI told us that parents had arranged for their children to attend the club on additional days because they enjoyed the activities and outings so much.

Children have access to a good selection of play opportunities which are suitably challenging and of interest to them.

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

Play was largely self-directed and freely chosen which meant that children gravitated towards activities which they enjoyed and they did so with the minimum of support from staff. In general children were confident to use the toilet facilities unsupported and washed their hands before snack time. We did note there were missed opportunities for children to be independent during snack time by buttering their own toast and pouring their own drinks.

Children are developing appropriate independence skills in line with their age and stage of development, however further opportunities for independence should be provided at meal times.

## **2. Care and Development**

### **Summary**

The staff team work effectively and efficiently together to support children. They are responsive to children's needs and manage interactions positively. They are aware of their responsibilities in relation to children's safety and health needs.

### **Our findings**

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

Appropriate measures are in place to ensure that children's welfare is promoted. Staff have appropriate paediatric first aid training and have an understanding of their role should an emergency situation arise. There is a medication policy which outlines the procedure for the administering of medication and storage of medication, although medication forms being used by the setting did not obtain parents signature before and after medication is given in accordance with the policy. There is a child protection policy and staff have undertaken relevant training, however the policy did not contain the Prevent duty which is a government strategy that places a responsibility on providers to identify children who may be at risk of radicalisation.

High visibility wrist bands are available for children to wear on outings and there are written risk assessments in place. Children have access to drinking water throughout the day which they can help themselves to, however we recommended that the practice of providing squash at snack times be reconsidered.

There are suitable health and safety measures in place to support children's welfare.

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

Effective and consistent practice is implemented by staff to support children's social behaviour. There is a behaviour management policy which outlines the strategies and practices in place to support children's behaviour. There is also an anti-bullying policy. We observed care practice and found it to be effective and consistent. Children were reminded about the importance of good manners, sharing and being kind to others; which mirrors the strategies highlighted in the policy. We saw very little unwanted behaviour and when children became excited staff gently asked them to be calm, which children responded to in a positive way.

The staff team are effective in supporting children's social behaviour and use appropriate strategies to promote children's well-being.

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

Practice is responsive, appropriate and supports children's play and learning well. We saw that planning was suitably varied and challenging for children with activities such as drama workshops, cooking demonstrations, and music lessons to capture their

interests. Weekly outings to places such as Cardiff Bay, the beach, and Mountain View Ranch had been organised to provide variety for children during their time at the club. Staff sat with children during table top activities, made suggestions and asked them open questions but were not intrusive and allowed children to freely direct their play. Assessment and developmental records are not maintained as children are in full time school. Children who required additional support were effectively supported, the team showed a genuine interest in the children's play and conversations were relaxed and informal. The service implements the '*Active offer*' in respect of the Welsh language.

Children benefit from a staff team who work well together to meet children's needs.

### **3. Environment**

#### **Summary**

The service operates from a large hall within the primary school. Children have access to the enclosed school yard for outdoor play. Risk assessments are in place to ensure children's safety.

#### **Our findings**

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

The premises are safe and suitable safety measures are in place. Access to the club is via a locked front door through the school's main reception area. Children and staff's times of arrival and departure are recorded. All staff wear the club's uniform and I.D badges to make them easy to identify. Good attention is given to maintaining appropriate supervision levels of children and records showed that the ratio of staff to children either meets or exceeds the requirements of the National Minimum Standards at each session. Accidents and incidents are recorded appropriately and parents are provided with a copy. We recommended that a pre-existing injuries form is devised.

The systems in place promote children's safety and welfare.

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

The space available is suitable for children's play and learning. The hall is utilised for play, rest and meal times. Toilet facilities are easily accessible from the hall which promotes children's independence. There is a separate kitchen/ staff room for preparing snacks and confidential conversations. Outside there is a large yard which is utilised daily for physical play. Most toys and resources are stored at low level so children can access them independently. Public liability and the service registration certificate is displayed in the entrance foyer.

The environment is suitable and safe for the care of children.

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

Leaders ensure that children have access to a range of good quality play and learning resources. There are a suitable range of toys and appropriate equipment for children to use. There were craft materials, role play clothing, dens, puzzles and games in the indoor area. Outside, children had access to balls, scooters, and tennis rackets. Children are able to choose suitable materials for their activities which are stimulating and allow children to be imaginative, creative and follow their interests. We noticed that children used some recyclable materials to promote environmental awareness.

Children benefit from a good selection of resources which are well maintained.

## **4. Leadership and Management**

### **Summary**

The service is run efficiently and managed in accordance with regulations and national minimum standards. Suitable records, policies and procedures are in place. Practitioners are managed effectively, there is self evaluation and planning for development and partnership with parents is positive.

### **Our findings**

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

The RI operates the service in an effective manner. There is a Statement of Purpose which explains the aims and objectives of the services as well as the activities and facilities provided. There is a policy file which contains a range of policies, however they were not dated to show when they were last reviewed. We looked at a sample of children's contracts and found they contained the necessary information. Parents sign permission slips for outings, first aid and photographs.

Parents can be assured that their children benefit from a service which is well organised.

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

There is evidence of planning for improvement and quality assurance processes. The annual Self Assessment of Service Statement (SASS) and Quality of Care report had been produced and sent to CIW. Parents feedback is obtained via Survey monkey to support planning for improvement. There was a complaints policy in place should parents or children wish to raise an issue. The RI told us that children are consulted regarding the purchase of resources.

Leaders undertake evaluation and planning for the service.

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

Staff are deployed effectively and are clear about their responsibilities. There was a good range of daily records maintained such as registers and staff attendance sheets to ensure ratios of staff to children are in line with National Minimum Standards. Staff meetings are held regularly to discuss any matters arising. We examined a sample of staff files and found them to contain pre-employment checks, however we recommended that emergency contacts are recorded for staff.

Managers provide effective guidance and support to staff.

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

Positive partnerships have been formed with parents. The organisation is a member of an umbrella organisation which provides support if required. Parents receive information about the service and the activities and facilities available. Children's individual needs and preferences are identified before they start as a registration form

is completed. The service has established links with the community with various trips and outings.

Leaders ensure that they maintain worthwhile partnerships to maximise the benefits of the service to children.

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

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

We discussed the following good practice recommendations with the RI;

- Update Safeguarding policy with the Prevent duty;
- record children's pre-existing injuries and ask parents to sign;
- amend medication form to obtain parents signature before and after medication is administered, in accordance with the setting's medication policy;
- update Policies and Procedures with date of last review;
- ensure emergency contacts are recorded for staff;
- develop children's opportunities for independence at snack times, and
- consult Welsh Government's Food and Drink guidelines regarding providing children with squash to drink.

## **5. How we undertook this inspection**

This was a full inspection undertaken as part of our normal schedule of inspections;

- One inspector made two visits to the service, the first of which was unannounced;
- we observed care practices;
- we made a visual check of the areas used by the service;
- we considered information available to CIW including the Self Assessment of service statement (SASS);
- we spoke to staff, and
- we looked at a range of documentation. We focused on the Safeguarding policy, Behaviour management policy, Medication Policy and Children's Contracts.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 6. About the service

<b>Type of care provided</b>	<b>Childrens Day Care Full Day Care</b>
<b>Responsible Individual</b>	<b>Leah Dafydd</b>
<b>Person in charge</b>	<b>Jade Davies Michaela Crocker</b>
<b>Registered maximum number of places</b>	<b>55</b>
<b>Age range of children</b>	<b>3 – 11 years</b>
<b>Opening hours</b>	<b>08:30am to 05:30pm weekdays during School holidays</b>
<b>Operating Language of the service</b>	<b>Welsh</b>
<b>Date of previous Care Inspectorate Wales inspection</b>	<b>16 March 2015</b>
<b>Dates of this inspection visits</b>	<b>14 August 2018 and 16 August 2018</b>
<b>Is this a Flying Start service?</b>	<b>No</b>
<b>Is early years education for three and four year olds provided at the service?</b>	<b>No</b>
<b>Does this service provide the Welsh Language active offer?</b>	<b>This is a service that provides an 'Active Offer' of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.</b>
<b>Additional Information: None</b>	