



Childcare Inspection Report on

Cywion Bach

**Yr Hen Ysgol
Idole
Carmarthen
SA32 8DG**



Date Inspection Completed

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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	<p>These are services where strengths outweigh areas for improvement.</p> <p>They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.</p>
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.

Description of the service

Cywion Bach Nursery was registered in November 2018 and it is located at the old school in Cwmffrwd, Carmarthen. The service provides full day care for a maximum of 41 children between three months and 12 years old. The nursery is open between the hours of 6.30am and 6.30pm Monday to Friday. The responsible individual on behalf of the company, Cywion Bach Cyf, is Heather Thomas, and Ceinwen Thomas is the person in charge. Care is provided in Welsh.

Summary of our findings

Theme	Rating
Well-being	Excellent
Care and Development	Excellent
Environment	Excellent
Leadership and Management	Excellent

Summary of our findings

1. Overall assessment

Cywion Bach Day Nursery provides a warm environment of very high quality for the children, who are supported splendidly to grow, develop and have fun playing indoors and outdoors. Children have a good range of toys and resources which are easily accessible to them. Children have an extremely strong voice and they make choices and decisions very confidently and are becoming extremely independent. Children make very good progress and are encouraged to develop holistically. Children's individual needs are met by a group of staff who are caring and attentive. Leaders have developed excellent systems and procedures to ensure the service is maintained easily and to ensure that they comply with and exceed the national minimum standards. The environment is maintained very thoroughly with extremely imaginative and creative play areas and a safe and suitable place for children to enjoy and relax.

2. Improvements

None

3. Requirements and recommendations

None

Summary

Children are very happy and the wholesome excitement and laughter reflect their clear enjoyment as they engage in the good range of exciting activities and experiences on offer. They have settled at the service and have formed positive relationships with other children and staff members. Children have a very strong voice and they can follow their interests confidently. Children make good progress and enjoy an excellent variety of exciting and imaginative play and learning experiences.

Our findings

All children thoroughly enjoy the interesting and stimulating opportunities provided indoors and outdoors. They are energetic and express enthusiasm and pure joy, for example when looking for toy animals in the forest school. They have fantastic fun in the forest school looking for the chickens, cooking in the mud kitchen and climbing large stones. Children have freedom to safely explore their indoor and outdoor environment. They have excellent opportunities to develop their skills through inspiring new experiences such as lighting a fire, walking in the stream, climbing trees, making a den, sawing wood and using a hammer. They use their imagination to create an outdoor obstacle course and take pride in caring for the chickens and other animals and feeding the sheep and the goat. They collect and count eggs from the shed and are very familiar with holding the chickens carefully. Very valuable experiences for children.

Children speak or express themselves exceptionally well as they are confident that they will receive a positive response from staff. For example, a young child received his water cup without fuss after he used sounds and pointed his finger. Children have excellent opportunities to make choices and decisions about what affects them, for example where to play, and to which member of staff they want to be close. Children's wishes to choose their key workers are acted upon.

Children are polite and do not generally need to be prompted to behave courteously by staff. A small number of children are reminded to be kind and to not take toys and they respond positively. They are familiar with the service's routines and rules. For example, after having their nappy changed, they wait patiently by the door until staff are ready to escort them back. Children's feelings, likes and dislikes are acknowledged and highly valued as they have a very close connection with staff. Children who refuse a specific meal are offered something else to eat. Interactions between children and adults are consistent and kind. Children have a very caring and loving relationship with their key workers. Children are starting to show empathy towards one another. For example, after one child hit another child with her coat accidentally, she apologised immediately, asking naturally if she was alright before giving her a hug.

2. Care and Development

Excellent

Summary

Staff are fully aware of the children's individual needs. They work together diligently and very effectively to keep the children safe and healthy. Staff and children share a very lovely bond. They know the children very well and they respect their wishes and their preferences. Staff manage interactions exceptionally well in line with the setting's behaviour policy.

Our findings

Staff and children share a very close bond. They know the children very well and they respect their wishes and their preferences. For example, they respond sensitively to children who choose not to undertake specific tasks by allowing them to choose their own activities. Staff plan for the needs of individual children very successfully. They allow the children to make their own choices and encourage them to try and do their best when exploring. They communicate extremely effectively at the children's level, encouraging the children to lead the play before intervening with purposeful questions to develop their understanding further. Almost all members of staff give children praise by celebrating their efforts enthusiastically and sincerely, saying 'Waw, da iawn ti am helpu' (Wow, well done you for helping) and giving them a high five for tidying. Staff are very caring and affectionate. For example, when children did not want to have their nappy changed, they managed to make them feel relaxed by singing to them affectionately.

Staff provide extremely thorough support to children to ensure that they develop an understanding of their emotions. They use circle time and stories extremely successfully in order to discuss feelings. A good example of this is talking about how the animals in the story feel, and how their friends can help them to feel better. Staff plan a wide range of valuable activities and experiences to ensure that all children develop fully. Staff make excellent use of personal and moral stories which promote children's awareness of other people's feelings, for example by listening to stories about kindness and friendship. In addition, they offer excellent opportunities which develop children's independence skills successfully including washing their hands, wearing their coats and eating independently. Staff are completely consistent and fair when managing behaviour and model positive behaviours very successfully.

Staff work extremely closely with parents and guardians to meet children's needs very successfully by responding positively to their medical, emotional, social and developmental needs. As a result, almost all children are developing to be skilled and fully-rounded individuals. Staff provide verbal feedback to older children's parents. They record younger children's activity, progress, requirements and needs effectively in a daily detailed record for parents.

Staff follow very thorough procedures, and use their knowledge from relevant training successfully to ensure children's health and safety. They promote healthy eating and drinking effectively by providing healthy snacks and a delicious variety of nutritious lunches. Staff identify and manage risks proactively and effectively, completing detailed checklists for the environment. They keep children safe and keep very detailed records of each incident and accident. Staff implement robust and excellent cleaning and hygiene practices regularly. For example, children as well as staff wash their hands when appropriate, and staff disinfect children's play areas often.

3. Environment

Excellent

Summary

Leaders ensure that children are cared for in a rich, safe and extremely high quality environment. They provide a wide range of interesting resources, natural objects and a rich choice of activities which develop physical and multisensory skills. The setting's resources give children extremely successful opportunities to develop an understanding of people's needs in the wider community.

Our findings

The indoor and outdoor learning and play areas stimulate children's imagination extremely well, and enable them to take positive risks. For example, climbing stone mounds, crawling in the stream, toasting marshmallows by the fire and using wood cutting tools such as a saw and hammer. These areas offer excellent opportunities for children to develop their problem solving skills as well as language, mathematics and fine and gross motor skills. The outdoor areas are extremely interesting and exciting and leaders encourage children's curiosity to play and learn.

Leaders provide a wide range of interesting resources, natural objects and vocabulary which is relevant to their current theme. The setting has extremely colourful and interactive displays which celebrate children's work successfully. There are very effective labels and pictures and the resources which are at children's level in each area are purposeful and inspire children's imagination very effectively. The continuous provision to enrich play and learning within the indoor areas is extremely effective. For example, a café role play area, dressing up clothes and small world with farm animals, which relate to the term's theme.

The environment promotes social development especially as children can come together during meal times to sit together on age-appropriate furniture. Leaders ensure that children's privacy is respected successfully during nappy changing times and when going to the toilet. In addition, there is good provision for sleep and rest times in each area of the nursery.

The setting's resources give children extremely successful opportunities to develop an understanding of people's needs in the wider community. For example, children are developing an awareness of the challenges which face many people in society by using role play equipment such as a wheelchair and walking frame. An excellent range of resources is provided which promotes children's understanding of the world around them very successfully and practitioners encourage children to think about Welsh traditions and compare them with other cultural and religious traditions such as Diwali.

4. Leadership and Management

Excellent

Summary

The leader has established, shared and delivered an extremely clear vision for childcare of a high standard with everyone who is part of the setting. They have created a positive and extremely sustainable ethos so that children and practitioners feel valued and want to do their best. The leader leads by example, and they have developed an extremely effective team which provides a very stimulating and exciting learning and play environment in which the children can develop and flourish.

Our findings

There is an impressive and extremely homely ethos at the setting which is promoted effectively through every aspect of life and work at the nursery. Leaders have a completely clear vision for provision of the highest standard where children thrive in a happy and familial atmosphere. They share this vision extremely effectively with practitioners and parents. They are inspiring leaders and they have very high expectations of themselves and staff. They provide excellent support for staff, and include them in the continuous process of developing the provision further. Practitioners understand their roles fully and contribute splendidly to developing children's confidence and well-being. They work excellently as a team, and leaders make the best use of their different skills in order to develop the provision. Parents think highly of all staff, and appreciate the individual and specialist care which is provided for their children.

The statement of purpose is a comprehensive document which outlines the service provided extremely effectively. Leaders lead by example, and scrutinise the performance of all staff in every aspect of their work. Parents and staff contribute regularly to the setting's evaluation procedures. They receive tailored questionnaires regularly, and they have confidence that leaders and the team listen to their opinions. This is reinforced successfully by the open door policy, and the opportunities available for parents to share feedback informally. Leaders and the team continuously scrutinise their working methods, making purposeful adjustments.

The leader manages and supports staff excellently. They operate a performance management and evaluation procedure consistently and fairly, responding to staff training needs extremely effectively. There are robust systems in place when new staff are recruited. There are numerous opportunities for practitioners to attend training.

Leaders and practitioners work very successfully with a large number of partners in order to promote children's well-being and skills development. They make extremely effective use of the resources in the local area and beyond, in order to enrich learning experiences. For example, they take children to visit residents at a local care home, and the residents come to visit the nursery in turn. They take children to the local gardens, farm, park and beach. The leader has gained a learning qualification in the forest school and shares a wealth of experiences with leaders of other services, local schools and lecturers in the early years.

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

None

5.2 Recommendations for improvement

6. How we undertook this inspection

This was a full inspection undertaken as part of our routine inspections programme;

- one inspector undertook two visits to the service on 30 January and 3 February 2020;
- we looked at a sample of documents and policies during the inspection;
- we observed practice and completed observations using the Short Observational Framework for Inspection (SOFI 2) method during both visits, to capture evidence of children's engagement and the care being provided by staff;
- we looked at the service's self-assessment statement;
- we spoke to the responsible individual, the person in charge, staff, children and parents and
- we spent time in the forest school.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Heather Thomas
Person in Charge	Ceinwen Thomas
Registered maximum number of places	41
Age range of children	3 months – 12 years
Opening hours	Monday to Friday 6.30am to 6.30pm
Operating language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	First inspection
Dates of this inspection visit	30 January and 3 February 2020
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This service provides the Welsh language active offer. It provides a service that anticipates, identifies and meets the needs of people who use, or may use, the service in relation to the Welsh language and its culture.
Additional information:	