Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Estyn
Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Meithrinfa Ysgolheigion Bach Little Scholars' Nursery

Lon Bach
Caergeiliog
Isle of Anglesey
LL65 3NP

Date of inspection: July 2024

by

Care Inspectorate Wales (CIW)

and

Estyn, His Majesty's Inspectorate for Education and Training in Wales

About Meithrinfa Ysgolheigion Bach Little Scholars' Nursery

Name of setting	Meithrinfa Ysgolheigion Bach Little Scholars' Nursery
Category of care provided	Full Day Care
Registered person(s)	Lindsea Roberts
Responsible individual (if applicable)	
Person in charge	Elizabeth Scholes and Rachel Ode
Number of places	57
Age range of children	6 months to 4 years old
Number of 3 and 4 year old children	13
Number of children who receive funding for early education	10
Opening days / times	Monday to Friday between 7.30am and 6pm
Flying start service	No
Language of the setting	Bilingual
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service is making a significant effort to promote the use of the Welsh language and culture.
Date of previous CIW inspection	August 2023
Date of previous Estyn inspection	January 2011
Dates of this inspection visit(s)	03/07/2024
Very few children speak Welsh at home.	

Summary

Theme	Judgement
Well-being	**Good**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Care and development	**Good**
Teaching and assessment **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Environment	**Good**
Leadership and management	**Good**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Develop further opportunities for children to solve problems independently

R2 Improve the quality of the resources in the outdoor area to support children's learning and play experiences

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Well-being: Good

Most children make effective and independent choices during their play and learning experiences. They readily embrace the freedom to move between the activities, experiences, and resources available to them. Nearly all are happy when they arrive and they enjoy being greeted warmly by their keyworkers, which helps them to settle into their routines well. Children access the resources independently and immediately upon arrival. For example, children play confidently in the sand tub, dress enthusiastically in role-play costumes and handle books and toys sensibly. Children are supported in the activities skilfully by practitioners and, as a result, children offer their opinions and express their feelings purposefully. For example, when children decide to participate in a particular activity and if they express a preference to play indoors or outdoors.

Nearly all children settle quickly and feel extremely comfortable within the setting. They cope successfully when leaving their parents and carers and clearly feel safe. Nearly all children interact positively with each other, practitioners and visitors. They embrace good opportunities to develop their social skills through talking and discussing while playing together. For example, children cooperate and interact enthusiastically on the stepping stones and when measuring and filling containers with water.

Nearly all children respect the feelings and interests of others and learn to take turns well. For example, children share the resources sensibly in the investigative areas and when laying the table in the kitchen area. As a result, they develop positive social skills. Nearly all children support each other well during activities, for example by working together to fill pans with water, flowers and leaves and to find and sort toy animals in the water and slime area.

Children develop close and warm relationships with the practitioners and interact successfully with visitors. Most children are comfortable and confident to ask practitioners for support. Through the keyworker system, practitioners are aware of children's individual needs and support, question and distract children, when required, to enhance their well-being and social skills. Most children are enthusiastic in their play and manage their own behaviour effectively. They are very familiar with the daily routines, such as snack time and registration periods. Most children persevere with tasks, and many spend extended periods of time participating in the various activities available to them. For example, the younger children enjoy playing with pasta and shaving foam and the older children control remote control cars skilfully.

Most children make good progress with their social skills. They use climbing frames and slides confidently and create interesting artwork that is displayed purposefully in the setting's gallery area. Nearly all children choose and use resources wisely during snack times and they wash and dry their hands independently before eating and after

activities. Children enjoy gathering around the table to eat, and the older children serve themselves milk or water adeptly.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): Good

Most children are enthusiastic during activities and make good progress in their learning. They use a wide range of skills well, which improve their knowledge and understanding purposefully.

Most children listen carefully to instructions and follow them sensibly, for example when filling and emptying balance scales in the sand tub. They speak enthusiastically with each other while engaged in extended periods of creative play. Most respond to others' suggestions positively and share ideas about how to complete tasks effectively. For example, children work together well to wash toy cars with toothbrushes and foam.

Many children do their best to use Welsh independently, with guidance and encouragement from practitioners. They enjoy joining in with traditional rhymes and singing them together following prompts and movements on an interactive screen.

Most children discuss books confidently. They engage well with stories and enjoy discussing the events and pictures in the books with their friends. They show interest when describing different characters and consider the results of actions thoughtfully. For example, children respond enthusiastically to tales, which tell of the adventures of different sea creatures.

During their play, many children make purposeful marks using different media such as chalk, paint and coloured pens. They are beginning to develop their early writing skills effectively and confidently record messages after answering the telephone and create shopping lists on writing boards. Many enjoy their early writing experiences and explain the purpose of their mark making confidently.

Most children use appropriate mathematical language in real life contexts. They have effective numeracy skills and enjoy experimenting with a wide range of mathematical equipment. They count confidently when offering different meals to their friends in the kitchen role-play area. Children discuss and compare the different sizes of whales, sharks and fish in the outdoor investigative areas and show an increasing understanding of the properties of shapes.

Most children develop physical skills successfully by riding bikes on the yard and balancing as they climb on the adventure equipment. They enjoy working together to adapt their ideas, for example when placing items from tea sets carefully on trays, before carrying them to the table. These positive attitudes to everyday experiences have a good effect on children's learning and their social skills.

Most children develop digital skills effectively and enjoy the range of purposeful opportunities available to them, such as developing their language and numeracy skills using apps on digital screens and tablet computers. Additionally, children

control the direction of electronic toys well and communicate enthusiastically by using talking devices.

Care and development: Good

Practitioners have a thorough understanding of their responsibilities to keep children safe. They comply with the requirements of their roles and responsibilities to protect children competently and they update their safeguarding training in a timely manner. They make good use of an electronic app to share their observations and concerns, which includes reporting children's pre-existing injuries. Practitioners complete purposeful and daily health and safety checks of the indoor and outdoor environments and the setting's equipment. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners have current first aid certificates and they record accidents and incidents suitably. Accidents that occur within the setting are recorded accurately and are analysed appropriately. Practitioners confidently follow the medicine administration policy and understand their responsibilities in administering and storing medication safely. They implement their food hygiene training well, and the setting's procedures are efficient. Practitioners promote healthy lifestyles successfully by providing children with nutritious meals and snacks, healthy drinks and physical activities. They support children with medical and dietary requirements effectively.

Practitioners ensure children's dignity and privacy and follow efficient nappy changing routines. They keep purposeful records, which include regular notes for parents. Practitioners use the positive behaviour policy well, which ensures children keep within boundaries and expectations sensibly. Practitioners implement an effective registration system, which includes ensuring that consent records are in place and monitored regularly.

Practitioners' warm and natural relationship with children ensures that they treat children with care and respect. They are kind and encourage children to behave positively, teaching them to share, wait and take turns politely. They praise the children enthusiastically, which has a positive impact on the development of their skills, understanding of habits and self-confidence. During snack times, practitioners offer children purposeful opportunities to socialise around age-appropriate tables. They use these opportunities well to interact with children and to discuss their likes and dislikes. For example, practitioners encourage children to discuss why dunking different foods in drinks changes their textures and tastes.

Practitioners have effective procedures in place to identify children's needs and interests and observe them sensitively and regularly to ensure that they make good progress in line with their stage of development. This is enhanced further through effective communication with parents. Additionally, practitioners support children with additional learning needs diligently through strong links with external agencies, which includes guidance from support officers from the local authority.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Good

Practitioners' effective teaching methods motivate children to engage well in their learning. This has a positive impact on the development of children's skills, knowledge and understanding. Practitioners provide activities that encourage children to work together purposefully and develop their social skills successfully. For example, practitioners encourage children to compare different sizes of pebbles and shells in the outdoor area and to sell different flavours of ice cream in the seaside shop.

Practitioners promote and encourage interesting discussions with children while they take part in learning and play experiences. For example, they motivate children to paint their own faces from their reflection in a mirror. Practitioners intervene appropriately during activities; however, they do not always provide enough opportunities for children to think for themselves and to solve problems independently of adult support.

Practitioners plan an interesting and relevant curriculum, which takes account of children's interests effectively. They adapt their planning sensibly to maintain children's interest and enthusiasm. This ensures that children learn through a variety of interesting challenges, such as building towers using 3D shapes and using feathers and paper pieces to decorate the shapes of their hands.

Practitioners plan interesting opportunities to develop children's literacy skills and question them purposefully during play, especially indoors. For example, children discuss how to make different shapes with their bodies and talk about the different marks they make with chalks on boards. Practitioners develop children's Welsh oral skills appropriately and provide good opportunities for children to sing traditional Welsh rhymes. They develop children's numeracy and digital skills effectively. They challenge children purposefully to sort and count leaves and flowers and to measure distances with a tape measure. They also encourage children to take photographs confidently with electronic tablets.

Practitioners use their observations of children's achievements effectively to record their progress and to plan the next steps in their learning. This also helps them to provide parents and carers with beneficial information about their children's achievements in a variety of ways, which includes secure social media.

Practitioners encourage children to experiment and take risks in their play, which develops their physical skills successfully. For example, they support children to climb on adventure equipment and to ride bikes They also provide effective creative activities, such as enabling children to experiment with different rhythms using ribbons while dancing and singing. As a result, most children remain fully engaged in their play.

Practitioners develop children's spiritual, moral and social skills effectively. They promote Welsh culture well, by celebrating St David's Day and through studying the history of the local area, such as visiting a nearby windmill. They also celebrate

diversity and encourage children to learn about different communities and the world around them. This includes discussing books about children from other countries and by comparing different hairstyles from different cultures. They also provide opportunities for children to learn about festivals, such as Diwali and the Chinese New Year.

Environment: Good

Practitioners provide a secure environment where children thrive. They keep detailed records of all children as they arrive and leave, which includes practitioners and visitors. Practitioners ensure they keep the main doors locked and keep written risk assessments that outline the steps to reduce or prevent any risks to the children. These feed into the daily checklist effectively and, as a result, practitioners reduce the risks to children's safety. Practitioners conduct regular fire drills jointly with the school, so children become familiar with procedures. Leaders also ensure that they have appropriate safety and insurance certificates in place.

Practitioners ensure that children receive care and education in a friendly and welcoming environment, which makes them feel at home. The quality of the learning environment inside the building is good and stimulates children's play and imagination effectively. Practitioners have organised the indoor areas carefully to provide a wide range of stimulating experiences that encourage children to move from one activity to another effectively. For example, practitioners offer a good choice of activities for children to role-play in the kitchen area, such as preparing imaginary meals for each other. Expansive outdoor areas are available to enable children to develop physically, creatively and to become curious. However, the quality of the provision in the outdoor areas and the external resources are not effective enough to further support and enrich children's learning experiences, and do not support the children's play and learning well enough.

Leaders provide good facilities for children to use the toilet and handwashing basins independently and there are purpose-built nappy changing areas, which ensure respect and dignity for children. Practitioners ensure that attractive displays create a strong sense of belonging to the setting. For example, children's creative work and photographs of their products are displayed well. A quiet area and a hairdresser's salon have also been organised purposefully to provide opportunities for children to either rest or role-play independently.

Practitioners keep resources at a low level to enable children to choose equipment and to pursue their individual interests effectively. For example, children help themselves to the costumes and resources in the dressing up area confidently, and the younger children sit contentedly in low chairs with trays during snack time. Children are very familiar with finding and returning equipment to the appropriate places and experimenting for themselves, such as at the water and construction areas. The indoor furniture, equipment, toys and resources are of a high standard and are well maintained. Practitioners also enhance children's personal and social development successfully by allowing them easy access to multicultural toys and books.

Leadership and management: Good

Leaders use effective strategies that focus diligently on improving provision and children's outcomes. They have a clear vision and work together conscientiously to provide effective care and support that enhance children's learning beneficially. As a result of their positive attitudes and robust practices, leaders ensure a positive learning environment that provides purposeful experiences for children, particularly indoors.

Leaders ensure that practitioners provide children with strong and positive pastoral care. This creates a strong sense of belonging within the setting. The caring and nurturing ethos encourages children to do their best and persevere during learning and play sessions. Leaders and practitioners work together well as a team and attend appropriate training to improve their teaching and care practices. As a result, they are motivated and eager to succeed. Leaders also ensure that they update the setting's statutory documents, policies and practices regularly and they follow safe recruitment processes diligently.

Leaders focus on introducing well-planned improvements to develop the provision further. They undertake effective self-evaluation processes, which lead to accurate targets for improvement. This helps them to identify strengths and areas that need attention, effectively. For example, they have focused recently on improving children's Welsh language skills and providing a wider range of physical experiences for children.

Leaders consider the views of everyone who is involved with the setting effectively. This includes parents and carers with whom they maintain regular contact about their children's development. They hold beneficial discussions with all stakeholders to improve provision, and act upon advice from support agencies. As a result, leaders have adapted their use of social media and provide daily information booklets for parents with relevant information about their children's achievements.

Leaders have established a range of beneficial partnerships to help support children's understanding of their 'cynefin' or local area. For example, the setting visits nearby windmills, wildlife centres and utilises the facilities available on the school's site. Additionally, the emergency services visit the setting to discuss their roles within the community and musicians visit to allow children to sing and dance using traditional instruments. The setting shares the site with the local school and practitioners work extremely well with the school staff to facilitate the process of transition as children move to the next stage in their education.

Leaders allocate resources efficiently and use the budget carefully by prioritising expenditure against the setting's priorities. For example, they have improved the provision in the indoor learning areas and provided an effective range of digital resources for children.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (http://careinspectorate.wales) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

This document has been translated by Trosol (Welsh to English).

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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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	
28	The registered person must ensure all the required information has been gathered in the staff employment files to ascertain their suitability.	Achieved
20	The registered person must ensure younger children have rich play and learning opportunities and experiences. The registered person must ensure toys and resources for younger children are of good quality and activities provided aid children's development and build on their natural curiosity. The registered person must ensure the environment encourages all children to be confident and independent to follow their own interests. They must ensure activities and experiences for all children have value and purpose.	Achieved
25	The registered person must ensure risk assessments are fully reflective of the settings premises, activities, toys resources, and any outings children participate in. The registered person must ensure all staff understand and follow the current infection control guidance in relation to nappy changing procedures and implement robust and regular cleaning routines for the premises, toys and resources.	Achieved
30	The registered person must ensure all of the required information has been collated in the children's individual records. The registered person must ensure staff record the hours of their own and children's daily attendance. The registered person must ensure there is a clear and consistent process to record parents / carers acknowledgement of children's accidents and incidents. The registered person must make sure staff update concern logs with actions taken and whether the matters have been resolved or are being monitored.	Achieved

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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