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

Caban Ogwen

Y Caban
Ysgol Gynradd Llanllechid
Llanllechid
LL57 3EH

Date of inspection: February 2024

by

Care Inspectorate Wales (CIW)

and

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

About Caban Ogwen

Name of setting	Caban Ogwen
Category of care provided	Full day care
Registered person(s)	Delyth Jones
Responsible individual (if applicable)	
Person in charge	Zoe Roberts and Holly Heaton
Number of places	50
Age range of children	2-12 years old
Number of 3 and 4-year-old children	8
Number of children who receive funding for early education	8
Opening days / times	Monday to Friday 09:00-11:00
Flying Start service	Yes
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service provides the ‘Active Offer’ for the Welsh language. It provides a service that anticipates, identifies and meets the needs of those who use, or might use, the service.
Date of previous CIW inspection	22/04/22
Date of previous Estyn inspection	14/03/2016
Dates of this inspection visit(s)	27/02/2024
Most children come from homes where at least one parent speaks Welsh.	

Summary

Theme	Judgement
Wellbeing	**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 Provide beneficial opportunities for children to develop all their skills in the outdoor area

What happens next

The setting will produce an action plan that shows how it will address the recommendations.

Main findings

Well-being: Good

Nearly all children feel happy at the setting and settle well there. They receive a warm welcome on arrival. The very few who are uncertain relax quickly as they are comforted by practitioners. Nearly all children are familiar with the daily routine and place their picture on the registration tree and then immerse themselves in activities as soon as they arrive.

Children have a strong voice and make decisions about what they would like to do. Nearly all move confidently and independently from one play area to another and choose appropriate toys and equipment successfully. For example, children use wooden bowls and a scoop in the sand to make ‘cakes’. They also choose to sit next to their friends during snack and song time. They are familiar with the daily routines and are busy when undertaking the activities that are provided for them. They are comfortable knowing that there is no pressure on them to participate if they do not want to. For example, during the singing session, some choose to play rather than sit on the mat.

Most children demonstrate perseverance in their play and learning by using resources that interest them for appropriate periods. For example, children experiment with the equipment in the water tub or play small world with the farm animals.

Nearly all children feel safe in their surroundings. They show affection towards practitioners and approach them happily and comfortably to invite them to join in their play or sit on a practitioner’s lap during song time.

Most children begin to make friends and form positive relationships with their peers. They enjoy their play and learning activities and express their enjoyment regularly by smiling and laughing. For example, they experiment happily and enthusiastically with the keyboard and microphone. Most children develop their physical skills effectively by using the good range of equipment that is provided for them. They persevere and concentrate for appropriate periods when climbing on the outdoor equipment and balancing on the scooters. Most develop their independent skills well when pouring their drink, choosing fruit from a bowl and spreading butter on Welsh cakes during snack time. Nearly all also wash and dry and hands and place the paper towel in the bin independently.

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

Nearly all children make sound progress from their starting points and develop a range of skills effectively while playing and learning. As a result, most children develop their literacy, numeracy, creative and physical skills purposefully, which affects their learning and thinking skills successfully.

Most children develop fine motor skills successfully. For example, they use a knife to spread butter on a cake and pick fruit up with tongs and spoons during snack time. Nearly all develop gross motor skills effectively by kicking a ball, balancing and riding bicycles.

Many develop robust speaking and listening skills in Welsh and communicate with practitioners with increasing confidence.They start talking to their friends about what they are doing and ask for equipment when taking part in activities. Most enjoy singing songs that have a positive effect on their skills and development. Nearly all children listen attentively to instructions and act on them productively. For example, they use their senses to examine flowers following suggestions by practitioners.

Nearly all children develop early reading skills appropriately, for example by looking at books in the different areas. They begin to make marks successfully when writing, for example when writing a pizza order in a notebook in the role-play area.

Most children apply their numeracy skills appropriately when playing outdoors. They count different ingredients to add to the bowl in the mud kitchen and discuss whether bowls are empty or full when playing with water. Many children develop digital skills successfully when controlling electronic toys. They develop early control skills effectively by inputting instructions into a toy to make it move.

Many children develop creative skills aptly. They choose materials, medium and resources for an activity, for example when choosing paint or to glue paper to create a picture of a daffodil. They enjoy playing the keyboard and sing confidently into the microphone.

Most children develop good reasoning skills while playing. For example, they are able to explain that magnets stick to metal.

Care and development: Good

There is a very close and natural relationship between practitioners and the children. Practitioners support children to select their own activities and resources both indoors and outdoors. They communicate effectively and celebrate children's successes regularly by praising them verbally, for example when a child helps with the tidying up. Practitioners are consistent and fair when managing behaviour and are positive role models. They give children good opportunities to be independent by encouraging them to make choices when they arrive at the setting and during snack time.

Practitioners follow thorough systems to ensure the children's health and safety. They have a good understanding of their responsibilities if there are concerns about the children's well-being or safety. They keep records of concerns, accidents and incidents appropriately. Practitioners have attended child protection training, which enables them to deal with any problems or concerns that arise. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

All practitioners have up-to-date first aid and food hygiene certificates, which ensures a sound understanding of the processes to be followed. Hygiene procedures and practices are effective and practitioners encourage children to wash their hands independently at the appropriate times.

Practitioners have good knowledge of each child's needs and preferences. They gather useful information from parents/carers when they register their children. Practitioners plan activities in line with children's interests and act as key workers for specific groups successfully. As a result, they are aware of each child's next development steps. Practitioners have a good understanding of procedures to support children with additional learning needs. They make good use of the clear procedures that are in place to identify children's needs at an early stage and refer them for support from external agencies, where necessary.

Practitioners promote children's understanding of the importance of treating people from all cultural backgrounds with respect and tolerance. They develop their understanding of celebrations such as Chinese New Year, Diwali and St David's Day successfully.

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

Practitioners provide a wide range of stimulating learning experiences that meet the needs of nearly all children successfully. They ensure interesting opportunities for children to make choices in relation to their learning and to extend their play for longer periods. Practitioners have a sound understanding of child development and intervene purposefully in their play.

Practitioners provide effective opportunities for children to make marks in each area by providing notebooks in the role-play area and pens and clipboards in the construction area. They also provide valuable opportunities for children to develop

fine motor skills when controlling different equipment independently, for example when placing pegs in holes. Practitioners ensure that children develop their physical skills successfully by encouraging them to kick a ball and ride bicycles and scooters in the outdoor area.

Practitioners provide regular opportunities to improve children's early digital skills, such as using programmable toys, an electronic keyboard and a computer. They challenge children effectively to develop their numeracy skills. For example, children are given good opportunities to number pegs, place stones in size order and are given opportunities to fill boxes with sand to compare different volumes. Practitioners also encourage children to recognise numbers in the environment, including looking for numbers on the telephone to order pizza or call the police.

Overall, practitioners make suitable use of the indoor and outdoor learning areas to develop all of the children's skills. They plan entertaining activities that engage most pupils' interest successfully. Activities such as studying a daffodil in detail before a creative activity develop children's observation, oracy and creative skills well. However, practitioners do not always make the most purposeful use of the outdoor area to develop all the children's skills successfully.

Practitioners know the children well and adapt activities to respond to their needs effectively. They use assessments and observations purposefully to plan the next steps in their learning. Practitioners question children purposefully to reinforce their understanding and encourage them to think. Practitioners model language robustly and use songs effectively to develop children's skills.

Practitioners develop children's spiritual, moral, cultural and social skills effectively. They promote Welsh culture well by celebrating St David's Day and St Dwynwen's Day and singing traditional nursery rhymes regularly. They provide beneficial opportunities for children to learn about other cultures in an engaging way, such as tasting foods and wearing traditional clothing from different countries.

Practitioners provide parents and carers with useful information about their children's achievements. This is done through social media, verbal discussions and an app to share pictures of the children's activities on a weekly basis.

Environment: Good

Practitioners ensure that the environment is safe for children. They ask visitors to sign in promptly and keep a detailed record of these registers. Practitioners complete relevant risk assessments for the building, the outdoor area and for specific activities. They supervise children carefully in a safe environment. They hold fire drills so that children can familiarise themselves with the arrangements to be followed in the event of an emergency.

Leaders ensure that the environment is very welcoming. They celebrate the children's work by placing their individual crafts around the main room. For example, artwork on the winter theme is on display, with each piece expressing the children's individually ideas. Photographs of the children can be found on the birthday wall, on

the registration tree and above the pegs in the foyer. All of this contributes to the sense of belonging.

The outdoor area provides a suitable environment for children to take part in appropriate activities, for example to play on the bicycles, scooters and to experiment in the mud kitchen.

The leader and practitioners ensure that the setting is tidy, clean and attractive. The furniture, equipment, toys and resources are of good quality and are stored at a suitable level for the children to encourage them to be independent.

Leadership and management: Good

Leaders have a clear vision and sensible objectives for the setting. These are based on providing care and education of a high standard for children in a safe and stimulating environment. They convey this vision successfully and ensure that practitioners work together effectively as a team in a happy environment. All practitioners take pride in their work at the setting and feel valued.

Leaders value the importance of developing all the children's skills and, with the complete commitment of practitioners, do so consistently and effectively. The setting has an effective partnership with the local primary school to facilitate teaching and support transition arrangements. For example, children visit the school regularly during the year for play sessions. This enriches their learning experiences and helps the children when the time comes for them to transfer to the primary school.

The leader makes good use of the support and advice of the local authority's early years advisory teacher. Leaders promote safe practices and a robust culture of safeguarding and suitable policies have been established to ensure that children and practitioners are safe.

Leaders manage practitioners and resources effectively and ensure that they are familiar with their roles and responsibilities. They ensure the correct ratios of practitioners to children and have appropriate contingency plans to deal with absences. They also ensure that safe recruitment practices are implemented correctly. Leaders provide a thorough induction process and hold regular supervision sessions with staff. However, they do not record the annual evaluation sessions separately to set effective targets and ensure a clear record of the practitioners' development and training needs. Leaders use funding suitably to employ practitioners and purchase resources that have a positive effect on children.

The setting's self-evaluation and planning for improvement processes are simple and effective. Through purposeful self-evaluation activities, leaders identify strengths and areas for improvement successfully. They use this information purposefully to plan sensible actions. As a result, leaders identify and improve aspects of provision, which has a positive effect on children's skills.

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

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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. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

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Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A
25	Leaders have not ensured there are appropriate measures in place to review and monitor risks effectively.	Achieved

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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	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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