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

Cylch Meithrin Llanddoged

Ysgol Gynradd Llanddoged
Llanddoged
Llanrwst
LL26 0BJ

Date of inspection: May 2024

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Llanddoged

Name of setting	Cylch Meithrin Llanddoged
Category of care provided	Sessional Day Care
Registered person(s)	Gareth Davies
Responsible individual (if applicable)	
Person in charge	Anna Probert
Number of places	16
Age range of children	2-4 years
Number of 3 and 4 year old children	3
Number of children funded for early education	1
Opening days / times	Monday to Thursday from 9.00am to 1.00pm
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	The service provides the Welsh language 'Active Offer' and makes every effort to promote the use of the Welsh language and Welsh culture.
Date of previous CIW inspection	29/11/2022
Date of previous Estyn inspection	16/06/2015
Date(s) of this/these inspection visit(s)	21/05/2024 – 22/05/2024
The setting is located on school premises. They provide education and care sessions between 9.00am and 11.30am from Monday to Thursday. They provide Meithrin Mwy sessions between 11.30am and 1.00pm from Monday to Thursday.	

Summary

Theme	Rating
Well-being	**Good**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Not applicable**
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 Ensure that observations feed into planning to ensure development and progress in children's skills

What happens next

The setting will produce an action plan showing how it will implement the recommendations.

Main findings

Well-being: Good

Almost all of the children are happy, and enjoy the company of their friends and practitioners when they socialise together. They make choices and decisions regularly. They enjoy the freedom to move around the learning areas, such as the mark-making boards or the outdoor sand pit. Almost all of the children approach practitioners or join a group of friends depending on their choices. They help themselves confidently to resources knowing that they have the freedom to do so. For example, they enjoy experimenting with dough, exploring the light board and playing with small world resources. They ask for help in a comfortable and confident manner, such as support to wear their apron, open the milk or find their shoes.

Almost all of the children settle quickly and go to play happily, eagerly and energetically. They cope well and feel safe and comfortable. Almost all of the children feel confident to call the practitioners by their name when needed and show that they have a sense of belonging. They are familiar with the daily routine and know what will be happening next. They enjoy developing their understanding of their identity, community and friends. For example, during snack time, they chat happily about the pictures on a nearby wall and talk about their experiences, naming their friends.

Almost all of the children interact well and develop their social skills by chatting and sharing while playing. They respect the feelings and interests of others and learn to work together and take turns. For example, in the outdoor area, they are busy experimenting in the mud kitchen. While chatting and problem-solving, the children fill heavy saucepans with water from the water well and other children help to carry soil

effectively in order to mix the contents. Almost all of the children are willing to support each other. For example, when creating birthday cakes using dough, they enjoy singing and counting the pasta candles. Almost all of the children develop close and warm relationships with the practitioners and interact well with visitors. They enjoy showing what they can achieve, such as jumping from one level to another, showing the wheel turning whilst playing with the water mill, or demonstrating self-esteem when peeling their fruits.

Most children are enthusiastic and persevere purposefully when learning. For example, they entertain themselves by moving long pipes to create a slide for cars. They concentrate carefully and immerse themselves in their play. For example, when role-playing in the hair salon, they have a conversation about paying, chat about availability and book an appointment, using an appointment book purposefully. Most children are confident to experiment in their environment. For example, they use cameras and binoculars to look for birds and to find wild flowers.

Most children develop good independence skills, for example, when washing and drying their hands without assistance, and eating their lunch and snack. They take pride in their achievements when completing daily tasks such as helping to tidy the resources and wearing their sun hats.

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

There is no report on the children’s learning. This is because there was an insufficient number of three and four year olds present at the time of the inspection, not receiving funded education elsewhere, about whom we could report without identifying individual children.

Care and development: Good

Practitioners understand their responsibilities to keep children safe and prioritise their health and safety successfully. They implement sound policies and procedures effectively. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern. Practitioners have completed appropriate safeguarding children and first aid training and keep accurate records of accidents and incidents. They ensure that sound procedures are followed during snack time and lunch time and encourage children to wash their hands regularly. Practitioners understand their responsibilities to safeguard children with allergies and have clear procedures for administering medication. They ensure complete privacy and dignity when following the nappy-changing policy and keep accurate records. Practitioners have a thorough and well-organised registration system and records of consent are in place.

Practitioners have an affectionate relationship with the children and treat them with care and respect. They are kind and model natural, clear and warm interactions when teaching children to consider their values and to be kind, to share and to take turns. They observe, listen and explain in a kind and caring manner that creates a sense of belonging. For example, practitioners offer praise regularly and are aware of

the children’s skills when encouraging them to try the activities. Practitioners chat or sing regularly, which creates a relaxed and safe environment. They sit at the table with the children during snack time and lunch time, and reinforce good manners such as saying ‘please’ and ‘thank you’.

Practitioners know the children very well, and have a clear understanding of their individual needs and wishes. They are at hand to provide support when requested by the children, for example, to open the milk, change their clothes or when children ask for certain resources such as digital equipment. Practitioners cater well for children with additional learning needs through effective networks and purposeful procedures. They encourage children to think and to be confident when solving problems, for example, moving or carrying resources to different areas whilst experimenting. Practitioners ensure a range of experiences which encourage children to learn by doing. For example, they offer opportunities for children to see real animals by welcoming farmers to the setting and encourage them to try different things such as weighing a duck egg and a chicken egg to see which one is the heaviest. They also encourage children to understand the life circle of a caterpillar by observing the process step by step.

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

Practitioners plan a range of interesting learning experiences that engage the children's interest and meet the needs of almost all children successfully. Practitioners have a sound understanding of the way children learn through playing and experimenting. Learning experiences encourage children to become confident explorers in their surroundings, for example feeding a caterpillar and observing its growth and planting and caring for sunflowers. Through this, children have a better understanding of the world they live in and how to look after it.

Practitioners provide a broad and balanced curriculum and make intelligent joint plans to promote children's learning through a variety of practical challenges. They hold sensible discussions with children and follow their interests effectively, for example when role-playing in the hair salon and experimenting with flowers in the water tub.

A wide range of indoor and outdoor play and learning experiences create independent learners. The outdoor areas are very enriching and children thoroughly enjoy riding the bikes and going down the slide. This provides different opportunities for them to develop their physical skills confidently. The garden is full of opportunities to develop children's creative skills, for example creating a mud cake and different drinks in colourful containers.

Practitioners' teaching methods succeed in encouraging children to purposefully develop a wide range of skills. Practitioners undertake observations focussing on children's achievements. However, they do not use the observations of children's development purposefully enough to feed planning and to inform the next steps in their learning and play to ensure progress in children's skills.

The provision for developing the children's early literacy skills is effective. Books are located in a number of areas and children choose and share them confidently with their friends. Practitioners question children intelligently as they make marks with paint and pencils and encourage children to sing familiar songs with them happily. Through this, they encourage the development of children's oral Welsh language skills effectively. Where this practice is at its best, practitioners feed the language regularly, for example when discussing the menu in Caffi Llan and helping children to roll and press clay in the tactile area.

Practitioners provide valuable opportunities to improve the children's early digital skills, by using programmable toys and a tablet confidently. They challenge children effectively to develop their numeracy skills and enhance their understanding by questioning them skilfully when playing. For example, children have good opportunities to arrange flowers according to size and to use money in the hair salon. Additionally, practitioners encourage children to recognise numbers in the environment. For example, when counting lambs in the nearby fields and parking their bikes by the correct numbers.

Practitioners promote children's awareness of their local area effectively by inviting people from the community to chat about their pets. They also celebrate children's Welshness purposefully by playing Welsh music regularly and inviting visitors to the Cylch to sing different lullabies with the children on Welsh Language Music Day (Dydd Miwsig Cymru). There is good provision for developing children's spiritual, moral, social and cultural skills. Practitioners provide opportunities to celebrate various cultures by learning about holidays such as Diwali. Through this work, children are given opportunities to develop their creative skills effectively by making Henna patterns with paint and creating a bulb holder with clay.

Environment: Good

Leaders ensure that the environment is safe and clean and gates lead to the setting's outdoor areas that are carefully controlled by practitioners. Visitors sign in promptly and practitioners keep all records relating to the service securely on site. The building's maintenance records are up to date and leaders ensure that fire drills are conducted regularly. Leaders ensure that the setting and the equipment to protect the environment are serviced regularly, for example, electrical eqipment, fire equipment and first aid resources. Leaders conduct effective and purposeful risk assessments. These are reviewed and used in an effective and timely manner. Leaders keep a register of children and practitioners, and ensure that the practitioner:children ratios are correct at all times. They have an information board that shows clear evidence of appropriate safeguarding policies, certificates and procedures.

Leaders ensure a good quality environment which is warm and welcoming. They provide security, privacy and space for the number of children who attend daily. Leaders provide suitable toilets and purposeful nappy changing facilities. Leaders make effective use of the setting and the facilities on site, such as the area for storing the children's coats and bags. In the main room, leaders provide baskets of wet weather clothes and shoes that are kept within reach of the children and encourage

their independence. Leaders ensure that the indoor and outdoor environment provides constant access for children to play. They have created a stimulating and exciting environment in the outdoor areas, such as the red area and garden, which provide purposeful challenges and opportunities for children to take risks and develop their curiosity. For example, in the garden, children have access to good opportunities to enjoy gardening, experimenting and using real equipment such as saucepans and buckets. Leaders plan exciting learning areas. For example, role-play areas, mark-making station, story corner and Caffi Llan. They ensure a good balance between promoting children's safety and supporting them to take risks. For example, they get the opportunity to experience nature in the wild area of the garden.

Leaders provide a variety of resources for children for their age and development and these are stored at a low level. As a result, children have easy access to good quality equipment, enabling them to choose and follow their interests. Indoors, children are given countless opportunities to nurture their skills, for example, developing their imagination by using real resources like a hair dryer. The outdoor red area enables children to develop their physical skills effectively. For example, learning to control their bikes on sloped surfaces. Leaders and practitioners encourage children's personal and social development well by providing experiences and resources for them to learn about their community, diversity and the multicultural world. For example, they have a variety of dolls and books on countries from around the world. Additionally, they provide picture displays of their work with the community and celebrate certain dates such as welcoming a visitor for Dydd Miwsig Cymru to enhance the children's understanding.

Leadership and management: Good

Leaders have a sound vision for the setting, which is communicated clearly in the statement of purpose. Children's happiness and safety are central to their work. They offer the best possible care in a happy and homely environment, giving each child the opportunity to learn and develop to their full potential. Leaders understand their regulatory responsibilities and maintain policies that are in line with the national minimum standards.

The setting's self-evaluation and improvement planning arrangements are effective. Through purposeful self-evaluation activities, leaders identify strengths and areas for improvement successfully. For example, they have identified the need to develop the outdoor area to enhance the provision for children and have taken action successfully.

Leaders prioritise budget and grant expenditure against targets effectively. They allocate resources wisely to enrich children's experiences. For example, resources for the outdoor area to develop children's physical and problem-solving skills effectively.

Practitioners and leaders work together effectively as a team which promotes a stimulating and supportive atmosphere for the children. They complete purposeful training to improve their care and teaching practice. As a result, they are highly

motivated and eager to succeed. Leaders follow safe, robust and timely recruitment processes. They define the roles and responsibilities of staff appropriately. Leaders have an effective system of supervision and appraisal in place for practitioners that leads to agreed targets.

The setting works closely with local authority officers and other organisations to improve the provision and outcomes for children. The setting has a very productive partnership with the local primary school in which it is based, to support the transition process. For example, children eat their lunch with the school children daily and play outdoors with them during play time. This supports the children when it is time for them to move to the primary school. Leaders and practitioners have a strong relationship with parents and carers. They communicate with them regularly to improve the children's day to day well-being and learning. The setting uses a digital app to share children's development through pictures and to inform parents and carers of important messages regularly.

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 rating 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 Prysg (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. 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
29	There were no records of staff having received any supervision meetings with leaders, and staff confirmed that they had not received any supervision.	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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