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

Tir na n-Og Daycare and Child Reasearch Centre

Bangor University
Normal Site
Holyhead Rd
Bangor
LL57 2PZ

Date of inspection: May 2023

by

Care Inspectorate Wales (CIW)

and

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

About Tir na n-Og Daycare and Child Research Centre

Name of setting	Tir na n-Og Daycare and Child Research Centre
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Richard Bennett and Kevin Mundy
Person in charge	Evelyn Parry, Hayley Roberts, Sharon Thomas and Shelley Williams
Number of places	50
Age range of children	3 months to 4 years old
Number of 3 and 4-year-old children	20
Number of children who receive funding for early education	5
Opening days / times	Monday to Friday from 8:00am to 6:00pm
Flying Start service	No
Language of the setting	Bilingual
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 the service.
Date of previous CIW inspection	18/11/2022
Date of previous Estyn inspection	02/02/2015
Dates of this inspection visit(s)	04/05/2023
Around a quarter of the children come from Welsh-speaking homes.	

Summary

Theme	Judgement
Wellbeing	**Good**
Learning **(only applies to three- and four-year-old children who do not receive education in a maintained setting)**	**N/A**
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 practitioners' assessments and planning respond fully to the needs of each child

R2 Ensure that risk assessments correspond with the setting's current requirements

R3 Improve communication with parents and carers about their children's achievements

What happens next

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

Main findings

Well-being: Good

Most children are given good opportunities to make choices and decisions about what affects them at the setting. They move from the indoor and outdoor play areas independently and maintain an interest in their work for extended periods.

Most children are happy, feel safe and have settled well. They are industrious and express enthusiasm and enjoyment in their play and learning. Most are confident communicators and talk and express themselves effectively. For example, children greet practitioners and their friends with a smile on arrival at the setting. They also talk enthusiastically about their favourite activities, which include creating an imaginary story with dinosaurs.

Most children cope well with the setting's efficient activities, which recognise and support the needs of individuals well. They are familiar with the daily routines, such as washing and drying their hands before mealtimes and after playing outside. Most children approach practitioners freely to make requests and for comfort when the need arises. They feel comfortable in the company of practitioners and enjoy listening to them singing songs to them.

Most children interact positively with their friends and practitioners and feel that they are valued. They enjoy socialising with others during snack time and develop good attitudes and practices. They learn to share and take turns appropriately. For example, they help each other to fill different-sized buckets while playing in the sand pit and take turns to mix mud and twigs with spoons. Most children also learn about kindness towards others well. For example, they wash dolls in the bath and chat intelligently with practitioners about dressing the dolls in warm clothes.

Most children have the freedom to explore their environment safely. They have an effective voice in choosing and developing their ideas well. As a result, they choose their own activities and learning and play experiences confidently. For example, they enjoy dressing as different characters before admiring their appearance in the mirror. Older children work diligently as a team to solve problems, such as moving a wooden ladder up the mound and practise their balancing skills while walking across wooden planks. During circle time, most children also sing their favourite songs and nursery rhymes eagerly and enthusiastically.

Most children develop their independent skills successfully, which enables them to pursue their interests and do things for themselves. They concentrate well for appropriate periods when undertaking a range of activities and learning experiences, for example while mark-making and making different shapes with chalk and using a wide range of items to decorate their dough creations.

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

There is no report on children's learning. This is because there were not enough three or four-year-old children present at the time of the inspection, who do not receive funded education elsewhere, to report on without identifying individual children.

Care and development: Good

Practitioners know the children well and respond to their requests immediately. There is a wonderful relationship between them and they praise the children regularly for their efforts and celebrate their achievements enthusiastically. Practitioners have a warm and friendly manner and greet the children with a smile and gentle voices. They praise the children positively for their efforts and successes loyally.

Practitioners have a good understanding of their roles and responsibilities in keeping children safe and healthy. They record children's attendance promptly and have up-to-date first aid and safeguarding training in place. Fire drills are held regularly and the results are recorded to support practical improvements efficiently. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners ensure that children have healthy snacks and that water and milk are available to them. They organise engaging play activities outdoors and encourage the children to play enthusiastically to foster their physical skills. Practitioners encourage children to wash their hands, which helps them to develop their personal

hygiene routines successfully. They complete thorough accident and incident records and these are signed by parents and carers. Practitioners also implement nappy changing procedures, which are in line with the current guidelines.

Practitioners respond to the individual needs of most children, ensure an inclusive environment and manage interactions well. They follow robust arrangements to meet the needs of children with additional learning needs sensibly. Practitioners adapt the curriculum and organise beneficial learning and play experiences for the children and support them sensitively and positively. Practitioners also promote children's play, learning and development and meet their individual needs appropriately.

Practitioners develop children's awareness of their society and wider cultures effectively. Children take part in a variety of interesting activities, including learning about Chinese culture and the Mandarin language. Practitioners organise craft activities to celebrate St David's Day and raise children's awareness of their Welsh heritage, such as creating a Welsh flag and painting a daffodil. Practitioners teach children well about the environment and encourage them to recycle their food waste and rubbish. They also provide good opportunities for children to learn about the natural world by planting seeds and watering plants.

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

Practitioners' teaching skills support children to develop a wide range of useful skills, which have a good effect on their knowledge and understanding. They encourage children to work together purposefully and encourage them to experiment during play. As a result, most children develop as independent learners. For example, practitioners prompt children to make marks on blackboards with chalk and sort and number shells, pinecones and pebbles, before baking a 'cake' in the mud kitchen.

On the whole, practitioners provide broad and balanced activities both indoors and outdoors, which reflect the children's suggestions and interests well. These engaging activities enable children to take risks and develop their cognitive skills effectively. For example, they challenge children to master the use of rollers and brushes when painting the fence with water and to build tall and short towers with three-dimensional shapes.

Practitioners intervene intelligently during children's play. They provide good opportunities for children to consider the success of their efforts and any improvements that need to be implemented. They hold regular discussions with the children on how to experiment and develop their work further while playing. They weave these regular discussions into their assessments in a satisfactory manner to try to plan the next steps in individual children's learning. As a result, practitioners plan suitably while supporting children to learn through a range of practical challenges. However, practitioners do not use this information effectively enough when planning the next steps in individual children's learning and play.

Practitioners plan appropriate opportunities to develop children's literacy and numeracy skills. On the whole, practitioners are good language models and promote

the development of children's language, such as extending their vocabulary effectively. They question children meaningfully as they make marks with paint and crayons and encourage them to weigh letters on scales. They also provide regular opportunities to improve children's early digital skills, for example by using educational apps on electronic tablets and programming electronic robots.

Practitioners ensure that children develop their physical skills successfully by encouraging them to ride bikes and vehicles around the playground and wave ribbons and flags while dancing enthusiastically. They provide effective creative activities, such as gluing colourful shapes to make a rainbow. They also prompt the children to thread different shapes to make a necklace and encourage children to role-play by dressing as superheroes and emergency service officers.

Practitioners develop children's spiritual, moral and social skills effectively. They promote Welsh culture well by celebrating St Dwynwen's Day and sing traditional nursery rhymes regularly. They also celebrate diversity and awareness of other cultures sensible by studying the customs of Diwali, Ramadan and Chinese traditions.

Practitioners provide parents and carers with appropriate information about their children's achievements through occasional verbal discussions and progress booklets when they leave the setting.

Environment: Good

Leaders ensure a learning and play environment that is safe, rich and provides beneficial opportunities for children both indoors and outdoors. They complete generic risk assessments that outline roughly the steps to be taken to reduce or prevent the risk to children. However, these are not completely up-to-date and do not reflect the setting's practices and activities clearly enough. Leaders have increased the usual cleaning arrangements and follow the current guidelines for infection control well. They ensure that all practitioners supervise the children well and know how to respond to any emergency.

Leaders ensure that the learning and play areas promote the children's independence well. This enables children to move around freely, making choices to pursue their own interests. Children have access to a wide and varied range of toys, resources and appropriately-sized furniture. This includes a wide selection of natural resources to nurture the children's skills successfully. Toys and resources are laid out conveniently within the children's reach, which helps them to take decisions and choices about what they would like to use. The setting has a suitable area for children to store their personal items, which creates a sense of belonging.

Leaders ensure a suitable complement of multicultural resources to raise the children's awareness of their wider society. They also use recycled and re-used materials effectively to decorate the outdoor area and teach children about the importance of taking care of their environment. Leaders also ensure that the children's artwork is displayed attractively in the gallery, which gives them a sense of pride.

Leadership and management: Good

Leaders ensure that the setting's leadership strategies are robust and focus effectively on improving provision and children's outcomes. Their vision is clear. As a result, they ensure that practitioners work together purposefully to create an interesting environment, which promotes children's learning appropriately. The leaders' philosophy is based firmly on providing an effective environment, resources and learning and play experiences for the children. They ensure that practitioners provide loyal pastoral care, which creates a sense of belonging among the children and adults. This positive feeling encourages children to do their best and to persevere during learning and play.

Leaders ensure that practitioners work together effectively as a team in their specific rooms and across the setting. Practitioners listen sensibly to the comments and advice of leaders and support agency officers. There are regular arrangements in place to evaluate the performance of practitioners, and they supervise and evaluate their work conscientiously. They also ensure that safe recruitment practices are implemented correctly.

Leaders set firm expectations and support practitioners to maintain high standards. They identify the setting's strengths and areas for improvement well. They have established efficient self-evaluation procedures that lead to appropriate targets for making improvements. For example, they have recently identified the need to improve the setting's assessment and planning practices. As a result, they are beginning to focus on introducing regular improvements to develop the setting's practices further.

Leaders make sensible use of the views of everyone who is involved with the setting to identify what they are doing well and what needs to be improved. They also try to act meaningfully on the suggestions of parents and carers and communicate well verbally with parents and carers. However, there are no regular systems in place to provide parents with current and timely information about their children's achievements.

Leaders have formed a range of robust partnerships locally, which provide engaging experiences for children. For example, a student from the college was invited to teach the older children about the customs and languages of China. Practitioners also take the children for a walk to a local café and to study the features of spring on the lanes nearby.

Leaders allocate resources successfully. They use the budget and grants effectively and prioritise expenditure against the setting's targets wisely. They enable practitioners to attend appropriate training, which improves their teaching practices and knowledge of child development. They also fund various resources efficiently, such as playhouses, a mud kitchen and digital resources.

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

© Crown Copyright 2023: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 10/07/2023

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

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published 10 July 2023