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 Silwli Nursery Ltd

24 Park Road
Whitchurch
Cardiff
CF14 7BQ

Date of inspection: June 2024

by

Care Inspectorate Wales (CIW)

and

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

About Meithrinfa Silwli Nursery Ltd

Name of setting	Meithrinfa Silwli Nursery Ltd
Category of care provided	Full daycare
Registered person(s)	
Responsible individual (if applicable)	Charlotte Forrester
Person in charge	Kimberley Hellyar and Sophie Lewis
Number of places	58
Age range of children	6 months – 4 years old
Number of 3 and 4-year-old children	42
Number of children who receive funding for early education	None
Opening days / times	Between 8.00am and 6.00pm Monday to Friday
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use the service.
Date of previous CIW inspection	September 2023
Date of previous Estyn inspection	09/09/2015
Dates of this inspection visit(s)	04/06/2024

Summary

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

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 The setting should continue on its improvement journey. There are no specific recommendations arising from this inspection

What happens next

The setting will continue on its improvement journey.

Main findings

Well-being: Excellent

Children feel happy and safe at the setting and know that they are respected by all practitioners. They have a particularly strong voice and make an exceptional contribution to what they would like to learn and the way in which they play. They choose their own resources independently and this enables them to develop their creative play skills. For example, they gather leaves and soil and mix them with water to make a pancake in the mud kitchen. Children communicate their personal needs extremely effectively from a very young age and develop their own way of communicating by using gestures instead of words, when necessary. For example, nearly all the young children make decisions, such as fetching an apron and passing it to a practitioner when they want to play in the gloop tray. Another example is the way in which they roll up their sleeves and wash and dry their own hands without support, where necessary. Children decide where they would like to play and when they want to do so, by using the indoor and outdoor learning environments extremely effectively and creatively.

Children of all ages settle particularly quickly at the beginning of each session and feel happy and safe when playing confidently alongside their friends. Nearly all enjoy playing and do so with excitement. For example, a group of children play imaginatively with the dinosaurs in the sand area, before moving and hiding them in the tree trunk. They respond extremely positively to the setting's system of preparing them to move from one activity to another by responding regularly to red, yellow and green disc signs. Practitioners present a green disc at the start of an activity, a yellow one when it is time to prepare to end an activity and a red one when it is time to move to a new activity.

Children of all ages interact exceptionally well with each other and practitioners. Many are extremely kind to each other and considerate of the needs of others. For example, a child helps his friend to put on safety goggles before starting to use a saw in the woodwork area. Most have a keen interest in what their friends are doing and offer to help them. For example, a child holds a friend's hand as she crosses the wooden bridge and then celebrates her success when she reaches the other side.

Nearly all children are hard-working and learn effectively through play. They are curious and experiment with a keen interest in the water and mud and create a number of different animals out of clay. They enjoy regular opportunities to develop their physical skills, such as carrying a wooden plank and putting it to lean on blocks to make a slide and then picking it up again after it falls to the floor.

Nearly all children, including the youngest ones, develop independent learning skills very well. They cut vegetables and prepare melon for their snack without much support. Nearly all choose their own snacks and put their leftovers to be recycled when they have finished. Each of the children serve food onto their own plates before passing the serving spoon to their friends. They wait patiently until everyone on the table has served their food before starting to eat.

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: Excellent

Practitioners support children's health and well-being very effectively. They respond conscientiously and effectively to a suitable variety of professional learning activities and follow excellent practices in relation to child safeguarding. They know what to do if they have concerns about a child's safety and take prompt action, where necessary. Practitioners pay particular attention to all aspects of hygiene. For example, they wear gloves and aprons when preparing healthy snacks for the children. They encourage children to eat and drink healthily and take part in physical activities on a daily basis. They ensure that any of the children's allergies and dietary needs are recorded to ensure that all of them can enjoy their meals safely. Practitioners keep clear and effective records of what the children achieve on a daily basis and provide parents with regular up-to-date information. For example, they record children's health care needs, their attendance and any existing minor injuries clearly and accurately, which helps them to provide them with an excellent level of care. As a result, the setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners greet the children in a happy and loving manner as they arrive at the setting and give them plenty of time to settle and play. They behave in a thoughtful, relaxed and gentle manner in the company of the children and always use behaviour management strategies positively and in a gentle and caring manner. As a result, practitioners support children very well and meet their individual needs extremely successfully. They talk to the children sensitively and praise them effectively for doing their best and succeeding with their tasks. This encourages them to persevere with their task for extended periods. Practitioners keep a close eye on children's needs. For example, they notice immediately when they need to wipe their noses or roll up their sleeves. They remind children of simple rules, such as being careful not to splash water over their friends and wearing an apron to ensure that they do not get wet. They know instinctively when to take a step back and give children an opportunity to discover things for themselves. This is a very strong feature of practitioners' work.

Practitioners promote children's play, learning and development particularly effectively by using humour and encouragement continuously. They are extremely skilful at planning responsively, by pursuing children's interests and ideas in every activity. The mud pit has been a boat, a fishing lake and a river over time as they have pursued children's ideas. They know the children exceptionally well and show pride and passion when discussing the achievements of those for whom they are key workers. They address the needs of all children, including those with additional learning needs. They have a very productive partnership with parents. They discuss their children's needs and achievements with them regularly so that both gain a sound understanding of the child's needs. This ensure that they provide them with an extremely effective level of care.

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

Practitioners have an extremely robust understanding of child development and the principles of the curriculum for young children. They use this knowledge successfully to plan activities that are based on children's ideas and, through this, develop their early numeracy and literacy skills very effectively. As a result, nearly all make sound progress in their learning. Practitioners plan effectively in the moment to build appropriately on children's existing knowledge and understanding. They know exactly when it is suitable for them to pause play to develop a specific concept, such as encouraging a child to count pieces when creating a model. They provide natural, stimulating and interesting opportunities for children to develop their curiosity in a very exciting, natural and creative environment. For example, they encourage children to pick up a log in the garden to see which insects are sheltering underneath it.

Practitioners allow children to take appropriate risks when playing in the different areas, for example when climbing trees in the garden or when building an adventure trail. This allows them to become confident explorers of their environment. By focusing on what the children do and say, practitioners devise exciting tasks that

develop children's understanding of the world they live in. For example, they encourage them to give water to a worm that is drying out in the garden as it is no longer in the soil.

Practitioners are confident Welsh speakers. They provide rich opportunities for children to hear and use Welsh vocabulary and phrases of a high standard when communicating with them. As a result, nearly all children develop their Welsh speaking skills well from an early age.

Practitioners promote children's awareness of Welsh traditions and celebrations effectively and continuously. For example, they hold a St David's Day show in the garden, which provides opportunities for children to perform and sing Welsh songs, such as Calon Lân or the National Anthem, to their parents. This encourages them to take pride in their Welshness.

Practitioners promote children's spiritual, moral, social and cultural development very successfully. They develop activities that encourage them to use their curiosity and focus on the wonders of the world around them while learning about nature in the forest area and creating a self-portrait out of leaves and twigs. Practitioners focus well on encouraging honesty, fairness and respect, by ensuring that children understand that they need to treat each other, their environment and their resources with care. They encourage children to develop their social skills continuously. This includes encouraging them to help each other or to take turns during activities. They invite artists and musical performers, such as a bagpipe player, to the setting occasionally to enrich provision for children and to raise their awareness of other cultures.

Practitioners have high expectations of all children, including the very few who have additional learning needs in various areas. They know the children well and understand their developmental needs thoroughly.

To establish a baseline, practitioners conduct an initial assessment on each child once they have settled at the setting. Each child has a key worker who keeps a close eye on their development and identifies the next steps in their learning. This is extremely effective practice. Various practitioners contribute to this record, even if they are not a key worker for that particular child. This ensures that the next steps meet children's needs and interests, including providing additional support where necessary. Practitioners provide parents with regular information about what their children do during the day, in addition to the progress they are making in particular areas. They encourage parents to inform them about any specific events in the children's lives, for example when they have achieved something specific at home for the first time. This enables them to discuss and celebrate those successes with the children.

Environment: Excellent

Leaders have comprehensive and effective measures, policies and procedures to ensure that all practitioners understand their responsibilities in full. They ensure that the environment is safe and in very good condition, both indoors and outdoors. Hygiene practices are consistently good, which reduces the risks to everyone's health. Practitioners complete extremely effective and comprehensive general risk assessments and fire risk assessments, which are reviewed regularly and emergency procedures are communicated clearly. They consider the risks of each activity in relation to all possible dangers, such as the forest school area and its open fire. Leaders keep clear documentation, where any accidents that occur in the environment are recorded and monitored to ensure that no pattern develops and provision does not need to be adapted. The ratio of practitioners to children is always suitable in all areas. Where necessary, practitioners work together flexibly, moving from one area to another in line with children's choices. As the doors are open to the children continuously and they have the freedom to roam from one place to another, leaders ensure that there are high levels of supervision and communication to ensure that everyone is safe.

The environment is safe, clear and welcoming and in exceptionally good condition. A wide range of furniture and other resources of excellent quality are available within the children's reach, both indoors and outdoors, which stimulates their interests and imagination continuously. Equality and cultural awareness are promoted purposefully. The indoor areas are clean and decorated in neutral colours. They are well-organised and presented with care, offering purposeful opportunities to provide rich learning experiences for children in different rooms and encouraging them to be curious and confident learners.

The rooms are named appropriately and each one provides different experiences for children, such as cooking, building, arts and crafts, numeracy, imaginative play and a cosy place for them to relax during quiet times. The outdoor area is secure and provides a variety of play areas for children, including sheltered ones when necessary. Practitioners take turns to supervise one area a day, both indoors and outdoors. As a result, all practitioners interact with all children regularly and over time.

Leadership and management: Excellent

Leaders have an extremely robust and shared vision for the setting. The vision is based on providing friendly, supportive and interactive care that meets children's holistic needs in a homely and stimulating environment. They ensure that practitioners are very caring towards the children and recognise them as unique little individuals.

Leaders promote safe practices and a strong culture of safeguarding for the setting continuously. They follow safe, robust and timely recruitment processes and provide

new staff with sound guidance by coaching and mentoring them effectively. Leaders set high expectations for themselves and practitioners. Leaders manage and supervise all practitioners conscientiously and support them very effectively, giving them rich and timely professional learning opportunities and encouraging them to do their best for the children. As a result, practitioners understand their roles and responsibilities clearly and operate highly successfully in relation to the setting's strategic aims, plans and responsibilities. This ensures that the setting is an extremely happy place where practitioners feel respected and valued.

Leaders have effective and sustained procedures to evaluate the setting's work. These are well established and use first-hand evidence that identifies the setting's current strengths accurately, along with a very few areas that leaders feel are in need of improvement. Leaders consider the views of practitioners, parents and carers as a core part of the self-evaluation process. They use the outcomes of these procedures extremely effectively to set appropriate priorities for improvement and introduce changes to provision that support their work.

Leaders have a strong track record of working with a variety of partners to improve children's care, well-being and learning. They have an effective relationship with parents and carers, staff from the local primary school and the local authority development officer. Leaders and practitioners work extremely successfully with parents to learn about children's individual needs and preferences before they start and during their time at the setting. They meet with prospective parents before their child starts so that they can learn about children's interests and likes. Through apps and text messages, they share comprehensive and regular information with parents so that they are informed about what their child does on a daily basis and about their progress over time. They provide useful opportunities for parents to give feedback and leaders consider their responses and adapt provision, where necessary. There is a simple library at the entrance for parents to borrow books to read with their children at home. Leaders also work increasingly effectively with staff from the local primary school to support the transition process when the times comes for children to start there. A teacher from the school visits the setting regularly to discuss the needs of those who will be starting at the school in the near future. The local authority's development officer is a regular visitor and leaders and practitioners value her advice and support.

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. 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.

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