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 Twyncarmel

Twyncarmel Chapel,
Swansea Road,
Fairview Estate
Merthyr Tydfil
CF48 1HW

Date of inspection: October 2023

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Twyncarmel

Name of setting	Cylch Meithrin Twyncarmel
Category of care provided	Full day care
Registered person(s)	Linda Davies
Responsible individual (if applicable)	
Person in charge	Aimee Herlihy
Number of places	19
Age range of children	2-4 years old
Number of 3 and 4-year-old children	0
Number of children who receive funding for early education	0
Opening days / times	Monday to Friday from 8:30 to 3:00
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 the service.
Date of previous CIW inspection	19th May 2022
Date of previous Estyn inspection	This is the first inspection
Dates of this inspection visit(s)	11/10/2023
Nearly all children come from non-Welsh-speaking homes. There are a very few children who speak English as an additional language.	

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 Ensure that children have regular access to the outdoor area

R2 Improve practitioners' use of Welsh language patterns to develop the children's understanding

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 have a strong voice and express their views regularly. For example, they choose to move around the room confidently from one activity to another and help themselves to resources. The children know that they feelings are taken into account. For example, they are comfortable going to their key worker for comfort and support. Most children feel completely at home in the setting and enjoy attending. They are happy and start playing straight away, settle very quickly and feel safe in their environment. They have developed a close relationship with practitioners and are willing to talk informally to visitors. Most children are familiar with the daily arrangements and comply maturely. This creates reassurance for the children as they cope with new experiences.

Most children develop appropriate socialisation skills. They are polite and well behaved and treat practitioners and their peers with respect. For example, they greet their friends as they arrive and shout *'bore da'* ('good morning') excitedly, showing happiness to see them.

Most children enjoy their play and learning activities very much. For example, they enjoy role-playing in the playhouse, feeding their baby because she is sad and hungry. Most respond excitedly when playing in the outdoor area. The children love using the resources and most choose to spend their time outdoors productively. They use the equipment to pour and fill water into measuring cylinders and develop their

physical skills well by going on the climbing wall, jumping off wooden boxes and riding bicycles.

Most children develop independent skills well, for example by getting a tissue to wipe their nose and putting it in the correct bin. The helpers of the day hand out plates and glasses for a snack confidently and proudly. The children pour their drink from a jug skilfully and help themselves to a variety of fruit. After they have finished, they know to take their waste to the bin.

Most children make choices in line with their interests and choose how to spend their time. They enjoy accessing different resources, both inside and outside the building, and persevere appropriately with activities, and immersing themselves in their play for long periods.

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

There is no report on children's learning. This is because there were no three- or four-year-old children present at the time of the inspection.

Care and development: Good

Practitioners focus continuously on keeping children safe and healthy. They understand their roles and responsibilities well and implement all of the setting's policies and procedures effectively. They all have up-to-date first aid certificates. As a result, they follow robust procedures when dealing with any accidents. All practitioners have received training on child safeguarding and are confident about how to take action should they have concerns about a child. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners form a very close relationship with the children and provide caring guidance and support. They gather a useful range of information from parents and carers about the children's individual routines before they start at the setting. As a result, practitioners know the children very well and have a thorough understanding of their needs and interests. For example, they respond sensitively to children who are insecure when meeting unfamiliar people and support them to build their self-confidence. Practitioners take pride in the children's progress and are passionate about providing the best care to ensure that they thrive.

Practitioners understand the behaviour management policy and act as effective role models. They listen attentively to the children's views and respond carefully to their needs. Practitioners interact positively and kindly with the children and treat them with dignity and respect consistently. For example, they are considerate and cautious when dealing with the children's personal needs and enthusiastic when inspiring the children to respond energetically to activities in the outdoor area. Practitioners promote children's health and well-being effectively. They provide healthy and nutritious snacks and drinks, which include fresh fruit, milk and water. They follow detailed hygiene procedures and the practices have been embedded purposefully into the children's daily routines. Practitioners ensure that the children spend

purposeful periods in the fresh air. They promote physical activities successfully and provide regular opportunities for children to develop adventurous and skilled attitudes to learning. There are also efficient procedures to support children with additional learning needs.

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

Practitioners create a stimulating and purposeful learning environment that provides valuable opportunities for children to develop their skills in different contexts. They meet every week to plan an effective curriculum that supports the children's development and their interests successfully. One of the strengths of planning is the way in which practitioners consider the children's suggestions. For example, following a discussion with the children, practitioners provide them with a real pumpkin to carve. Practitioners plan provision skilfully to encourage the children's curiosity and their appreciation of the wonders of the world. For example, on an autumn table, practitioners encourage children to see the effect of blowing leaves, which is a source of wonder for the children.

Practitioners interact well with the children and develop their independence skilfully. For example, practitioners model how to tidy up the toys by providing an item that needs to be put away in the construction area. Practitioners provide beneficial opportunities for children to have continuous access to a rich range of resources and facilitate play effectively.

During whole-group sessions, practitioners provide appropriate support as the children self-register on the interactive screen. They model singing songs and traditional nursery rhymes well. For example, when singing *'Mynd ar y Ceffyl'* and *'Pen, Ysgwyddau, Coesau, Traed'*, practitioners make movements that encourage the children to join in. However, they do not always take advantage of the opportunity to introduce vocabulary and practise familiar language patterns to promote the children's understanding and encourage their oral skills.

As the children play, practitioners encourage their numeracy skills effectively, for example when counting the number of leaves on the small tree in the mathematics area. They discuss the properties of different familiar shapes displayed on the big screen or when singing nursery rhymes successfully.

Practitioners provide good provision to develop the children's early information and communication technology skills. For example, they support the children consistently well as they develop digital skills while playing a game searching for a crab on the interactive screen.

Practitioners provide effective opportunities for children to develop their physical skills. For example, in the outdoor area, they model using scissors as the children cut leaves into small pieces. They hold a beneficial yoga session, which encourages children to become more aware of balance and controlling their bodies skilfully. Practitioners model movements effectively and attract more children over to join in. In

the outdoor area, they support children skilfully as they develop physical strength and balance when climbing on the large equipment.

Practitioners develop knowledge about Welsh culture and the community well. For example, they promote Welsh culture effectively by arranging for the children to go out into the community to perform in Welsh at a local event, namely *'Ffair Siwmae'*.

In order to respond to the requirements of the curriculum, practitioners are developing new and comprehensive purposeful assessment procedures. The assessments are a combination of information from observations of children and an accumulation of information from parents and carers. Practitioners use this information skilfully to plan to develop the children's skills and respond to their interests.

Environment: Good

Children receive care and education in a safe and clean environment. Leaders and practitioners respond purposefully to any risks that are identified to ensure the children's safety. The site is secure and visitors cannot access any part of the setting unless they are given access by practitioners. Practitioners are very aware of safeguarding issues and the requirements that are placed on them, for example when conducting regular fire drills.

Practitioners ensure that the environment is welcoming and friendly. The layout of the environment and resources provide rich play and learning opportunities. Practitioners organise the room to provide stimulating play and learning areas for the children. They provide excellent opportunities for children to use the equipment and resources independently, such as in the role play area and the painting and creative play area. There is an engaging variety of resources that are within the children's reach in all areas, including resources that promote their awareness of cultural diversity and equal opportunities. For example, dolls and musical instruments from different cultures are available. A large number of natural resources are also provided, such as tree trunks, rice, straw, colourful pebbles and pinecones, which encourage the children's curiosity successfully.

Leaders and practitioners make good use of resources to create purposeful learning areas which provide adventurous opportunities. The mud kitchen includes crockery and appliances such as can be found in a home kitchen, such as a microwave, deep fat fryer and authentic cooking utensils. Leaders and practitioners provide opportunities for the children to develop early literacy skills by mark making in all of the indoor and outdoor play areas, either on paper or by using chalk and crayons. The outdoor environment provides an extensive space with exciting opportunities for children to play and learn in the fresh air. However, the way the environment is organised does not allow the children to be able to go outdoors whenever they wish. The indoor and outdoor resources are of a very high quality, clean and accessible, which enables children to make independent and sensible choices about their play.

Leadership and management: Da

Leaders promote a positive, inclusive and happy ethos at the setting. They hold regular staff meetings which provide beneficial opportunities for practitioners to share ideas about activities for the children. Leaders ensure that practitioners are aware of the requirements of the curriculum and have received relevant professional learning opportunities. They organise dedicated training days to promote practitioners' professional development. As a result, practitioners work together effectively. They respect each other and feel that they are valued members of the team.

Leaders have a strong vision for creating a happy and active provision where all individuals enjoy learning. Leaders conduct robust self-evaluation procedures that are based on an effective range of evidence. They identify specific aspects for development and act on them effectively to develop provision and support the children's experiences and well-being. Leaders use any grants beneficially to improve experiences and provision in line with the vision. For example, they have recently focused on changing the ethos of the setting by using more natural materials and resources.

Leaders have prepared a statement of intent, which contains the necessary information to enable parents to make a decision about their child's care. The registered person is supportive and communicates with leaders regularly about the day-to-day running of the setting. The annual report on evaluating the quality of care considers the views of the children, staff, parents and others who are involved with the setting.

Leaders have a robust system for recruiting practitioners. Leaders ensure that practitioners receive an appropriate induction, monitor their work for six months and conduct regular observations of their performance.

One strong element that the leaders have is to identify practitioners' strengths. For example, they give everyone an opportunity to lead circle time sessions. Welsh is the language of the setting and leaders are aware of the variation in the team's fluency. They encourage them strongly to communicate with each other and the children in Welsh. However, not all practitioners are completely confident in the Welsh language and they do not always have the necessary knowledge to improve the children's vocabulary and sentence patterns.

The setting has a number of beneficial partnerships. Leaders work well with the local authority, which visits regularly, and respond well to feedback. They work purposefully with parents and carers and invite new children and their families to visit the setting so that they can familiarise themselves and settle in. As a result, practitioners and leaders know the families and are able to support them effectively. Leaders and practitioners take advantage of partnerships with local businesses to provide valuable experiences for the children, for example by brining unusual creatures such as snakes and lizards to the setting. Leaders also ensure beneficial opportunities to communicate with the local primary school to ensure that the children transition to the next stage of their education without difficulty.

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.

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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