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 Bronwydd

Neuadd Y Pentre
Bronwydd Arms
Carmarthen
Carmarthenshire
SA33 6BD

Date of inspection: June 2024

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Bronwydd

Name of setting	Cylch Meithrin Bronwydd
Category of care provided	Sessional day care
Registered person(s)	Rebecca Ann Dufty
Responsible individual (if applicable)	
Person in charge	Verona Clift
Number of places	24
Age range of children	2 to 4 years old
Number of 3 and 4-year-old children	4
Number of children who receive funding for early education	4
Opening days / times	Monday to Friday 9:15-12:00
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	August 2018
Date of previous Estyn inspection	November 2014
Dates of this inspection visit(s)	25/06/2024
The setting is located in a village community centre. Many 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)**	
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 plan purposefully for developing children's skills

R2 Take advantage of every opportunity to challenge and extend children's vocabulary

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 are happy at the setting and enjoy the learning and play environment. They are enthusiastic and enjoy the resources and areas that are available to them. Most interact very well with their peers and with practitioners. They are very friendly and kind towards each other.

Nearly all children settle immediately and feel safe in their environment. Nearly all children show affection towards practitioners and approach them happily when leaving their parents or carers. Most children develop sound relationships with other children. For example, they share trucks and tractors freely when playing in the sand tray. Children show pride in their work, for example when making strawberry and mint ice-cream with clay.

Most children move from one area to another confidently, choosing activities that are of interest to them. They enjoy playing with moving toys in the outdoor area. A majority of children share their ideas about what interests them with the different themes, for example when focusing on the weather or learning about different foods. Nearly all children self-register correctly, placing a picture of their face on the table when arriving at the setting in the morning. Most children communicate their wishes and preferences confidently. They choose a healthy snack and drink and choose a place to sit. A majority of children demonstrate good listening skills. They respond very well to practitioners who instruct them to follow the walking bus carefully from the indoor area to the outdoor area. A majority demonstrate good listening and communication skills when responding to stories that are read by practitioners. For example, they respond readily to books about animals and tractors and share their personal experiences of life on the farm.

While playing, most children concentrate for an increasing amount of time and are very enthusiastic when creating tracks and moving sand by using different tools and equipment. They interact particularly well with other children, sharing and taking turns. For example, children work together enthusiastically when picking apples from the tree, and collecting potatoes from the garden, washing them in water and cooking them in the mud kitchen.

Most children develop appropriate independent skills. They lead their play by choosing activities and completing tasks while role-playing. They choose exercise equipment such as hoops, bikes and balls and use them successfully while playing. Most children are able to meet their own personal needs by going to the toilet, placing their belongings on the peg and putting on and taking off their shoes. Nearly all children undertake daily tasks independently, by washing their hands, spreading butter on a cracker and pouring their own drink at snack time. Most develop sound linguistic skills. They recognise their names, name colours and simple shapes and count confidently in Welsh.

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

There is a very close relationship between practitioners and children. They know the children well, respect their interests and personal requirements. They meet the children's individual needs by planning and providing tasks in line with their interests and communicate effectively with the children, celebrating their successes regularly. Practitioners provide regular opportunities for children to undertake responsibilities by taking on the role of *'helpwr heddiw'* and encourage them to become independent by collecting cups and dishes during snack time. Practitioners allow children to select resources independently when playing indoors or in the outdoor area.

All practitioners provide good support for children. They treat them with kindness and warmth as they arrive in the morning. For example, practitioners greet the children and entice them to go to toys that interest them. Practitioners interact effectively, consistently and fairly when managing behaviour. They ensure that children understand that kind hands are needed when sharing toys.

Practitioners are firm role models. They encourage children to say please and thank you at snack time. They model manners effectively, for example by saying thank you for the ice-cream when role-playing with children in the shop.

Practitioners have a good understanding of the needs of children who have been identified as having additional learning needs. They are aware of the local authority's arrangements to discuss developmental needs and work together successfully to support the children.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. All practitioners have a very good understanding of child protection procedures and are completely aware of their responsibilities. Practitioners complete daily risk assessments effectively both indoors and outdoors to meet the children's health and safety requirements. They follow thorough procedures to ensure careful supervision of the children. They promote healthy eating and drinking practices successfully by providing healthy and nutritious snacks. Practitioners keep thorough records of accidents and incidents which include the signatures of practitioners and parents.

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

The leader and practitioners have a wonderful relationship with the children and value the contribution of each child. They provide a broad and balanced curriculum

that offers valuable experiences and responds to children's needs successfully. They work together effectively to plan and provide interesting learning experiences that encourage children's excitement and interest, in line with the principles of Curriculum for Wales. As a result, children are curious and eager to play for extended periods, immersing themselves fully in their play. Practitioners include the child's voice effectively in their planning. For example, children have expressed an interest in machines and practitioners have provided them with a number of suitable resources such as toys, magazines and books in the areas. However, practitioners do not always plan purposefully enough to develop children's skills progressively.

Practitioners plan beneficial learning opportunities and prepare good quality resources that develop children's literacy, numeracy and digital skills effectively. For example, they have a singing tub with sacks full of attractive resources to stimulate children to remember the words to familiar songs and nursery rhymes. As a result, children's communication skills develop well.

Practitioners conduct regular observations by focusing on children's progress. Effective use is made of impromptu observations and, as a result, practitioners have a sound knowledge of children's individual needs.

Practitioners ensure that children develop their physical skills successfully through thorough planning. A range of indoor and outdoor experiences have a positive effect on children's development. Practitioners provide valuable opportunities for children to learn practically and be creative, such as when building their own ice-cream in the shop or when retelling the story in the outdoor area by using the resources from the story sack. Practitioners play alongside the children beneficially to support learning. For example, they collect and count apples in the outdoor area, before washing them and weighing them on the electronic scales in the mud kitchen to encourage children to imitate them. Good use is made of social periods to move learning forwards. For example, the helper of the day fetches the dishes and sets the table and children pour a drink, spread butter and choose their own healthy snack during snack time.

Practitioners have sound methods of ensuring a sense of Welshness and pride in belonging to the community and Wales. They plan purposeful opportunities for children to contribute to the area's local newsletter and by joining the 'Gŵyl Feithrin' nursery festival. They provide beneficial experiences for children to respond creatively to contemporary Welsh music and celebrate Welsh traditions. They model spoken language clearly and use suitable vocabulary and syntactic patterns when talking naturally to the children. However, they do not always take advantage of opportunities to challenge and extend children's vocabulary.

Provision to develop children's social, moral, cultural and spiritual skills is sound. For example, practitioners encourage children to sing a prayer to give thanks for their food during snack time. Practitioners teach children about the difference between right and wrong and the importance of respecting others. They support children effectively to be kind. Practitioners plan and prepare good quality resources to encourage children's curiosity about the lives and beliefs of others. For example, they

provide an attractive basket containing a book and resources that are relevant to the story of Eid.

Environment: Good

Leaders ensure a welcoming and safe environment that stimulates children's play effectively. Learning and play areas engage children's interest and enable them to discover and explore purposefully. Leaders ensure an external area that provides extended experiences to develop physical skills, imaginative play, exploration and discovery.

The service is situated in part of the village hall. Inside the building, leaders and practitioners create a strong sense of belonging among the children through colourful displays that value and celebrate their craftwork and display photographs of them. There is a good selection of resources set out at an appropriate level. Resources stimulate children according to their interests and promote their independence skills successfully.

The environment promotes children's social development effectively. They can gather together for snacks on age-appropriate furniture. Leaders ensure that children's privacy is respected successfully while children use the toilet or have their nappy changed. Quiet areas are available for children in the indoor area. Practitioners provide resources that promote children's awareness of their community and the importance of equality. Books, puppets and dolls are provided, in addition to books and resources that help children learn about diversity and about people with disabilities. There is a very good range of resources available to children which are located suitably and within their reach at all times.

Leadership and management: Good

Leaders ensure that the setting's leadership structures are sound and focus effectively on improving provision and promoting children's learning experiences and well-being. The supportive ethos is evident and children and staff feel valued. They ensure that daily arrangements run effectively and that practitioners have a sound understanding of their roles. For example, leaders ensure that practitioners are given an opportunity to suggest ideas when planning learning and play experiences for children. This supports practitioners' well-being and confidence successfully and they have greater ownership of their work. There is a strong working relationship between the leader and practitioners.

Leaders and practitioners create beneficial links with a range of partners to improve children's health, learning and well-being. They have strong links with the advisory teacher and support organisations. They forge valuable links with the wider community to provide a range of authentic experiences for children, including visiting the National Botanic Garden. Valuable transition procedures ensure that children transfer successfully to school and the next stage in their learning. For example, the jumpers of nearby schools have been placed in the lounge as a discussion prompt for theme work.

Leaders follow safe, robust and timely recruitment processes and suitability checks are completed appropriately. The performance management process has been established purposefully and there are comprehensive records with practitioners' targets identified clearly.

Self-evaluation and planning for improvement procedures are thorough. Very good use is made of the advice of the local authority advisory teacher and support organisations. As a result, the setting has a sound understanding of its strengths and areas for development in terms of children's education and care.

The use of the budget and grants prioritises expenditure effectively against the setting's targets. Leaders allocate resources wisely and fund useful equipment, in line with the current improvement targets. For example, they have developed the outdoor area by investing in resources and plants to enrich children's experiences. As a result, the outdoor provision offers meaningful opportunities with an authentic context for children to develop their knowledge and skills.

Leaders and practitioners have a strong relationship with parents and carers. They communicate with them effectively to be able to work effectively to improve children's well-being and learning from day to day. Leaders and practitioners use social media purposefully to inform parents and carers about events and relevant current development. Individual books and large project books are used well to show the progress of individuals during their time at the setting. The setting's main policies and procedures are advertised clearly to parents and carers near the main entrance.

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

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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