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 Cei Newydd

The Cabin
Cae Arthur
New Quay
Ceredigion
SA45 9QQ

Date of inspection: December 2024

by

Care Inspectorate Wales (CIW)

and

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

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About Cylch Meithrin Cei Newydd

Name of setting	Cylch Meithrin Cei Newydd
Category of care provided	Full day care
Registered person(s)	Kerry Ann Jones
Responsible individual (if applicable)	
Person in charge	Holly Beauchamp
Number of places	19
Age range of children	2-4 years old
Number of 3 and 4 year old children	10
Number of children funded for early education	6
Opening days / times	Monday to Friday 9am to 3pm
Flying Start service	Yes
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	October 2021
Date of previous Estyn inspection	08/11/2016
Date(s) of this/these inspection visit(s)	03/12/2024
None of the children speak Welsh at home.	

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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)**	
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. Improve experiences to promote the children's understanding of different cultures

What happens next

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

Main findings

Well-being: Good

Almost all children have a strong voice, and make choices and decisions confidently when playing. They move between different activities confidently and follow their personal interests effectively. For example, during singing and greeting time, some of the children choose to sit in the play house rather than on the mat, and this was respected. They chat confidently with practitioners in the knowledge that they will listen to them.

Almost all children are very happy when they arrive at the setting and they feel comfortable in the practitioners' care. They cope very well when separated from their parents and carers. Almost all children are entirely familiar with the daily routines. For example, the children know that they must tidy up before going to the mat for singing and greeting time.

Almost all children are very well-behaved during free play and group activity sessions. Many of them share resources well, and are beginning to understand how to take turns successfully, for example by working together happily in the mud kitchen moving the vegetables for Christmas lunch from the tray to the saucepans. Most children form positive relationships with practitioners and their friends and are happy to approach practitioners to play with them or for comfort. A number of children are caring and affectionate towards their youngest peers, for example, offering to read them a story. Almost all children are polite when choosing their food during snack time.

Almost all children enjoy experimenting with a wide variety of stimulating play opportunities. Almost all children enjoy their play and learning activities, and they are inquisitive, for example, when discussing using twigs to create a fireplace in the home corner. They enjoy moving from one activity to another, and persevere and concentrate for extended periods. For example, they love playing in the sand pit looking for dinosaur bones and they celebrate and share their successes.

They are offered a good choice of free play opportunities in the main playroom and in the outdoor area. Most children develop very good independence and self-supporting skills. For example, most children can put on their coat and wellingtons unaided, as well as pour milk and water from a jug into their cup. They use the toilet confidently, and wash and dry their hands unprompted.

Learning (only applies to three and 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 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 provide good care and support for children. They implement appropriate policies to promote healthy lifestyles. Practitioners promote children's health and well-being effectively. They offer healthy and nutritious snacks and drinks, including fresh fruit, milk and water. The setting has completed the healthy preschool scheme and has received training to support children to brush their teeth daily.

Practitioners know the children very well and have a good understanding of their needs and preferences. For example, they respond sensitively to children who choose not to participate in group activities.

Practitioners have received training on safeguarding children, and are very confident of how to act should they have any concerns about a child. Practitioners identify risks and actively manage them. In addition, they follow procedures for recording accidents or injuries appropriately. The setting's arrangements for safeguarding children meet the requirements and pose no cause for concern.

Practitioners understand the behaviour management policy, and act as good role models. They listen to children's views, and respond well to them verbally and non-verbally. Practitioners praise good behaviour consistently, explaining to the child why they are being praised. For example, when a child uses a new word or completes a task, the message is always clear. This in turn is shared on a sticker chart displayed on the wall and is celebrated. Practitioners interact positively with the children, showing warmth and kindness. They form a very close working relationship with the children. Consequently, the children regularly follow practitioners' instructions. Practitioners are sensitive to the needs and experiences of individual children.

Practitioners promote children’s play, learning and development very effectively. They ensure the children feel comfortable and happy, discussing learning opportunities with the children when appropriate without disrupting their play. They have an understanding of their responsibilities and provide suitable opportunities for children to develop in an age- and ability-appropriate manner. Practitioners follow effective processes for identifying and supporting children's individual needs, including children with additional learning needs.

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

Practitioners' enthusiastic teaching methods encourage the children to work together and learn successfully and have a positive effect on their learning and skills. Practitioners provide challenging play and learning activities that enable the children to take risks and develop their knowledge and understanding effectively. For example, they encourage the children to arrange shapes according to their size and colour and lay the table neatly.

Practitioners intervene sensibly during activities encouraging the children to experiment independently when playing. For example, the children actively compare the features of sea creatures and create self-portraits on an interactive screen

effectively. Practitioners have interesting discussions with the children as they play. As a result, almost all children develop their social skills effectively. For example, practitioners encourage children to work together to count sprouts, carrots and potatoes while creating a Christmas recipe, and to jointly use chalk and paint to make marks on tables in the outdoor area.

Practitioners deliver a wide and balanced curriculum. They respond positively to the children's interests, for example, decorating the Christmas tree with tinsel and elves. They modify their plans sensibly to ensure that the children learn through a variety of practical challenges.

Practitioners plan interesting opportunities to develop the children's oracy skills and they question them well during play. This is done, for example, by providing opportunities for the children to discuss their feelings when they arrive at the setting and by chatting with the children as they make marks on light pads in the early writing areas. Practitioners develop effective numeracy and digital skills amongst the children. They challenge them to build towers using 3D shapes and use voice recorders while singing and discussing their craft creations.

Practitioners use their observations of the children's achievements effectively and this leads on successfully to planning the next steps in individual children's learning. Practitioners provide useful information for parents and carers about their children's achievements verbally, in progress booklets and through secure social media accounts.

Practitioners develop the children's physical skills successfully. They encourage them to climb adventure equipment and ride bikes around the outdoor area. Additionally, they deliver valuable creative activities, such as helping the children to build a wall using blocks and cement, which they have made by mixing sand and shaving foam. Practitioners develop the children's spiritual, moral and social skills effectively. They promote Welsh culture well by studying the history of Santes Dwynwen, celebrating Saint David's Day and discussing the features of castles. However, opportunities to promote the children's understanding of diversity and other cultures are very limited.

Environment: Good

Leaders provide a suitable, secure and clean environment for the children. They ensure that practitioners discharge safety precautions effectively, such as checking the outdoor area to minimise any hazards before children use it. Leaders and practitioners complete a risk check list for every area on a daily basis and complete risk assessments appropriately.

The environment is inclusive and every child is given equal access to all the diverse resources and activities. The environment allows children to use the toilets and hand-washing basins independently. Leaders follow consistent arrangements in relation to the safety of the environment and regular cleaning procedures are in place, which reflect good hygiene practices. Their robust infection control practices minimise any risk to children’s health and safety.

The setting's main room is welcoming and friendly, and offers an effective environment for play and learning. Leaders make good use of the room and the outdoor area to provide well-organised and engaging learning areas that children can use independently. For example, the role play area promotes the children's learning experiences by providing real resources stored at a low level. Leaders and practitioners ensure that the children have an opportunity to use the outdoor play area every day. They ensure that the children are able to play outside as they wish.

Leaders ensure that almost all children can access a wide range of furnishings, toys and equipment that are age-appropriate and of good quality. For example, there are baskets and open shelves for the children to explore and a great deal of natural and home furnishings available. The leader provides some resources to stimulate the children's curiosity in wider society, and there are resources to promote the children's multicultural values. Children can create items in the work shed by using tools such as a hammer, nails and pieces of wood. These experiences extend children's knowledge and development in the outdoors by offering a good range of resources that stimulate their curiosity and interest.

Leadership and management: Good

Leaders have a strong vision and they work together successfully to promote care and to support the children's learning. They focus clearly on developing the provision as well as the skills and well-being of the children in their care. As a result, their regular practices and positive attitudes create a stimulating environment which provides interesting experiences for the children.

Leaders provide loving pastoral care for the children, creating a close sense of belonging. This caring atmosphere motivates the children to do their best and persevere in their play and learning. Additionally, leaders have regular discussions with parents and carers about their children's development and achievements. They use secure social media accounts meaningfully to give them relevant information.

Leaders work together conscientiously as a team and ensure that everyone attends useful training to improve their teaching and care systems. Leaders ensure that the setting's statutory documents, policies and practices are renewed annually. The Statement of Purpose is correct and reflects the service provided. They ensure that robust processes are in place to supervise, evaluate and appraise the work and development of all practitioners.

Leaders are well-focused on making ongoing improvements to further develop the setting's practices. They operate robust self-evaluation procedures, which lead to useful targets for improvement. As a result, they successfully identify the setting's strengths and matters that require attention. For example, recently, leaders have focused specifically on planning activities and guidance to enhance and enrich the curriculum and promote the children's well-being.

Leaders ensure full consideration is given to the views of everyone associated with the setting. They have valuable discussions with all stakeholders to improve the

provision and children's experiences, and act on suggestions made by officers from support agencies. As a result, they succeed in providing a range of experiences for children to develop their Welsh speaking skills and to assess the children's outcomes regularly.

Leaders follow safe recruitment processes and allocate resources well. They use the budget carefully and prioritise expenditure wisely against the setting's targets. Additionally, they fund various resources intelligently, such as digital hardware, a tent for the quiet area and new equipment for the outdoor areas.

Leaders have a successful relationship with the school and this prepares the children for the next step in their education purposefully. Leaders and practitioners develop the children's awareness of their locality effectively and they use the surrounding area purposefully. For example, the practitioners and the children visit the harbour and the beach, the park and the village shop and invite officers from the emergency services to the setting to enrich the children's learning.

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

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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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