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

Dechrau Disglair

Ysgol Gymraeg Dyffryn Y Glowyr
Bethel Road
Lower Cwmtwrch
Swansea
SA9 2PT

Date of inspection: November 2022

by

Care Inspectorate Wales (CIW)

and

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

This report is also available in Welsh.

About Dechrau Disglair

Name of setting	Dechrau Disglair
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Emma-Wynne Rofe
Person in charge	Susan Hopkins
Number of places	90
Age range of children	3 – 4 years
Number of 3- and 4-year olds	58
Number of children funded for early education	58
Opening days / times	Monday to Friday 8:00 – 15:30
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service which provides the Welsh Language 'Active Offer'. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of children who use or may use the service.
Date of previous CIW inspection	4 February 2019
Date of previous Estyn inspection	April 2016
Date(s) of this/these inspection visit(s)	22/11/2022

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Make the most of children's interest during their play and learning experiences to improve their understanding of mathematical language.

R2 Extend the use of open-ended questions to develop learning.

What happens next

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

Main findings

Well-being:

Most of the children are happy and feel very confident in their learning and play environment. They are very enthusiastic and enjoy the wide variety of activities on offer, interacting very well with their friends and practitioners. Nearly all of the children show an excellent level of perseverance during their activities. Children are seen persevering when building a house for the dinosaurs and others enthusiastically working together when creating patterns with paint.

Most children settle very quickly and feel very safe in their environment, arriving happily and greeting the practitioners enthusiastically. The majority of children show excellent signs of love and affection towards the practitioners, showing pride in their work. Most children develop very positive relationships with other children. At meal times, they go to sit with their friends immediately, chatting and laugh happily whilst discussing their birthday party and the food they enjoy.

The voice of the child is very strong and almost all children are happy their views are appreciated. Children are given a personal teddy and the class teddy for comfort when needed. Almost all children move from one activity to another, full of excitement, and choose activities that interest them. For example, when experimenting with water, jugs and saucepans with different capacities. Most children are full of enthusiasm when contributing ideas about what they would like to do and they express their feelings confidently. For example, when expressing how they feel when registering during circle time. The majority of children listen to a story for increasing periods of time, and are very enthusiastic when answering questions on a story about winter and identifying colours.

Almost all children interact extremely well with each other when waiting their turn. They share resources independently when working together with water play equipment very effectively. The majority of children help their friends and develop strong communication skills by working together successfully. A good example of this is the way they work together masterfully and full of excitement to make sure the water flows down effectively into a large cauldron below the mud kitchen. When celebrating achievements, most children happily take pride in their success when being praised by practitioners and are very proud of their personal achievements.

Almost all children are developing independent abilities very effectively. They choose which activities to complete and enjoy doing their chosen tasks. For example, children are seen playing with dinosaurs in the small world area and maintaining a successful imaginary conversation. Most children choose books independently and some are seen approaching practitioners to ask for a story. Most children show exceptional maturity when taking responsibility for arranging activities and when tidying and putting equipment away. They are very polite to each other and practitioners, and they are very patient. The majority of children show strong physical skills, showing great ability when riding balance bikes. Nearly all children are confident when pouring water and milk into their glasses and can peel fruit independently.

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

Most children show enthusiasm in their play and make good progress from their starting points during their time at the setting. They develop very good literacy skills quickly and develop a firm understanding of the Welsh language. Some children occasionally use Welsh words and phrases in a meaningful way when responding to practitioners' conversation which is a strength at the setting. Children are given full access to all aspects of the curriculum.

Many children handle books confidently, and most enjoy listening to stories and respond to them with interest. For example, children enjoy hearing and repeating the 'Syrpréis Handa' story and develop a firm understanding of the associated vocabulary. Many make marks with intent using equipment such as chalk, paint, crayons and water. For example, in the role play corner they immerse themselves in the activity of writing a list of the children who are coming to a party and use the calendar on the wall to decide on the date.

Many children develop mathematical skills appropriately and show some understanding of simple mathematical language in their play. For example, they recognise some 2D shapes when exploring the role play area, and understand that a pineapple is 'big', and the windows in the cabin are 'high'.

Children's natural curiosity motivates them to experiment enthusiastically with water in the mud kitchen and tough tub. They enjoy exploring and investigating independently and with others to create ice-cream and pancakes in the mud kitchen and when painting the wooden furniture with the water sprayer.

On the whole, many of the children's information and communication technology (ICT) skills are developing appropriately. They use electronic tablets confidently and independently when taking pictures and creating drawings on a painting programme.

Most children's gross and fine motor skills are developing well. They show careful control when using equipment to lift and pour water and manage to keep their balance when walking confidently along a wooden path. They handle small objects well and show perseverance when placing necklace beads on a thread, and when creating a leaf collage to be displayed in the 'Wow' Gallery.

Care and development:

Practitioners and children share a very close bond. They know the children very well and respect their wishes and their preferences. For example, they respond sensitively to children who choose not to gather with the rest of their peers for circle time and those who choose not to have fruit at snack time. Practitioners plan for the needs of individual children very successfully. They allow the children to make their own choices and encourage them to try and do their best when exploring. They communicate extremely effectively at the children's level, encouraging the children to lead their own play. Practitioners praise children by celebrating their efforts enthusiastically and genuinely, praising them for their careful painting work.

Practitioners provide extremely thorough support for children to ensure that they develop an understanding of their emotions. They use circle time and stories extremely successfully in order to discuss feelings. They plan a wide range of valuable activities and experiences to ensure that all children develop fully.

Practitioners plan experiences of other cultural and religious traditions by undertaking Diwali and Chinese New Year activities as well as experiences related to their own families. In addition, they offer excellent opportunities which develop children's independence skills successfully. Practitioners are completely consistent and fair when managing behaviour and model positive behaviours very successfully. For example, they encourage children to be kind and polite to each other at all times and model this behaviour.

Practitioners work extremely closely with parents and guardians to meet children's needs very successfully by responding positively to their medical, emotional, social and developmental needs. They report back on children's activities, progress, requirements and needs effectively. Children's additional learning needs (ALN) arrangements are met extremely well, and practitioners show an excellent understanding of the latest ALN procedures.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners have a very firm understanding of child protection procedures and are wholly aware of their responsibilities.

Practitioners follow very thorough procedures, and use their knowledge from relevant training successfully to ensure children's health and safety. There are excellent supervision systems in place to keep children safe. They promote healthy eating and drinking successfully by providing healthy snacks and drinks. They implement thorough systems for cleaning, disinfecting and assessing risks, and complete effective daily checks to identify and remove any risks. Almost all practitioners have current training certificates for paediatric first aid, food hygiene and child protection. They keep very detailed records of all incidents and accidents and ensure these are signed by parents and practitioners.

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

Practitioners work well together as a team to ensure learning areas are interesting and fit for purpose which encourages children to be independent. They manage to create a warm and homely atmosphere in a new building. Practitioners experiment with various observation and assessment methods and use their observations purposefully to contribute towards weekly activity planning. They plan appropriate opportunities for children to explore and experiment in the outdoor area, for example, by offering a variety of gardening and growing equipment, including magnifying glasses and tools for digging. The experiences offered in the outdoor area promote children’s creativity, well-being, curiosity and their ability to communicate well. Practitioners plan learning experiences that support children's linguistic development very well, with appropriate opportunities to develop further understanding of the ‘Syrpréis Handa’ story, which talks about African life and animals. Practitioners maximise every opportunity to ensure children develop strong linguistic patterns. However, they do not respond effectively enough to children's interest to improve their understanding of mathematical language.

Practitioners celebrate children’s Welshness effectively. They display Welsh flags, and offer opportunities to look for Wales on the globe. They create a sense of belonging by creating a variety of displays and 3D models of miners. They plan

beneficial opportunities to develop children's spiritual, moral, social and cultural skills, for example by learning about festival celebrations such as the Chinese New Year.

Practitioners have a good understanding of children's starting points and can show evidence of their progress. They share information about children's development with parents regularly and offer guidance towards shifting learning to the next developmental stage. Practitioners act as key workers for specific children and complete regular observations. They use the information to feed into their weekly plans. However, during their observations, practitioners have a tendency to ask closed questions which restrict the child's ability to think more extensively.

The provision to develop children's early ICT skills is developing well and they plan purposively to use electronic tablets. Practitioners make sensible plans to develop children's physical and creative skills. For example, they encourage them to dance when watching a Welsh-language programme online, and experiment with moving in different ways along the wooden path.

Practitioners offer a wide range of outdoor activities which encourage children to become confident explorers in their surroundings and experiment with different equipment. For example, children are full of excitement when using light to discover the texture of different materials in their environment and when sweeping leaves outside.

Environment:

The leaders ensure there is a rich, safe and high-quality environment which stimulates children's play and learning successfully. They ensure the setting's checks and risk assessments are updated regularly. The site's safeguarding arrangements are of a particularly high standard. They have an electronic system to secure the setting. There are particular systems in place for visitors, where leaders ask to see identification, and visitors are asked to sign-in to keep a record of visitors to the setting. There are many displays which are attractive to the children. The learning and play areas spark children's imagination extremely well, and enable them to develop their skills independently. These areas offer excellent opportunities for children to develop their problem solving skills as they move freely from the indoor area to the outdoor area.

Leaders provide an excellent range of resources as well as colourful displays which celebrate the children's work. The outdoor areas are very interesting and provide a rich choice of activities which develop independent physical, language and creative skills very well.

The environment promotes social development successfully. For example, children can come together during meal times to sit together on age-appropriate furniture. Leaders ensure that there is a good provision of quiet areas available to the children.

Leaders provide resources which give children very good opportunities to develop their understanding of the wider world, equality and developing relationships with others. There is an extensive choice of personal and moral books which promote children's awareness of other people's feelings and backgrounds. An excellent range of resources are provided which promote children's understanding of the world around them. Leaders provide African-themed experiences and objects as well as ones from Wales.

Leadership and management:

The leaders and responsible individual are very experienced. They have a wealth of knowledge about early child development and share this successfully. They are effective role models and are prepared to challenge themselves with improvement processes. They communicate effectively and listen carefully to stakeholders. Regular staff meetings ensure clear consistency across the provision. Leaders are keen to establish a Welsh ethos at the setting and the development and growth of the Welsh language is central to their vision. Leaders show excellent understanding of their regulatory responsibilities and they exceed the expectations of the national minimum standards. They have a statement of purpose which provides a very good reflection of what the service has to offer.

The person in charge is a member of the primary school's Governing Body which strengthens the successful partnership between the school and the setting. Leaders collaborate knowledgeably with practitioners and provide excellent guidance while ensuring practitioners understand the setting's procedures and their personal duties, as well as giving them regular opportunities for professional development. Strong and consistent arrangements ensure children's needs are met successfully.

All practitioners make a valuable contribution to the self appraisal process which enable leaders to develop a firm awareness of the setting's strengths and areas which require further development. The main priorities for improvement are clear and appropriate.

Grant expenditure is planned carefully in line with priorities and leaders take timely action to achieve them.

The setting benefits from a close relationship with the primary school. As a result of the close working relationship, almost all children transition happily to the primary school.

Leaders share detailed reports with parents about their child's development. Parents are happy with the regular information sent to them via weekly e-mails. They receive information about the vocabulary which is developed on a weekly basis and they have faith and confidence in what goes on at the setting.

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)

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