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

Cewri Bach

Ysgol Y Cribarth
School Road
Abercrave
Swansea
SA9 1XD

Date of inspection: November 2024

by

Care Inspectorate Wales (CIW)

and

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

About Cewri Bach

Name of setting	Cewri Bach
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Simon Hosking
Person in charge	Claire Parsons
Number of places	36
Age range of children	2-4 years
Number of 3 and 4 year old children	21
Number of children who receive funding for early education	21
Opening days / times	Monday – Friday 9:00- 15:00
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service is making a significant effort to promote the use of the Welsh language and culture or is working towards being a bilingual service.
Date of previous CIW inspection	21/06/17
Date of previous Estyn inspection	September 2017
Dates of this inspection visit(s)	12/11/2024

Summary

Theme	Judgement
Well-being	**Excellent**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Excellent**
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 Strengthen the provision for promoting cultural awareness

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Well-being: Excellent

Children are extremely happy at the setting. They settle quickly on arrival and are eager to start playing and learning. All children have excellent opportunities to make choices and decisions about how they spend their time at the setting, including choosing whether to play indoors or outdoors. They choose activities and resources they want to play with and decide when to have snack. Nearly all children express themselves confidently, as they know their needs and choices will be listened to. They form friendships and are eager to help each other. For example, they help their friends to open a yoghurt during snack time and remind each other of the safety rules, demonstrating an awareness of other children's needs. They regularly check on each other and praise their achievements by saying 'da iawn'.

Children thoroughly enjoy attending the setting and are familiar with the routines and boundaries. This helps them feel safe and develop a sense of belonging. For example, they eagerly help set up for snack knowing that they must wash hands first and prepare the area. Children have warm, close relationships with practitioners and receive support and comfort if needed. For example, when a child was upset, they were given hugs, time and reassurance to be able to settle. They feel valued and show pride in the things they can do, for example excitingly showing the shapes they made with the stamps in the leaves. This has a positive effect on their self-esteem and well-being and gives them a sense of pride.

Children behave well and readily accept practitioners' gentle reminders to take turns. Many children enjoy playing together and are making friends whilst others play alongside as is appropriate for their stages of development. Nearly all children can overcome their frustration when faced with problems, sometimes with support from adults. For example, when unhappy about difficulty with joining items to make fairy

wings, with support from an adult they were able to calm down and resume the activity, solving the problem competently.

Children have regular opportunities to name and talk about their feelings. For example, we heard children talking about how they felt when they completed the dance activity. One stating how much fun it was. Children were happy to discuss feelings with staff during chats throughout the session. This helps the children develop confidence in talking about how they feel. Furthermore, there are resources readily available that promote mindfulness and support children to feel calm, for example fidgets, sand timers, sensory balls, yoga/mindfulness cards. Most children understand the need to follow rules and respect other people, with many spontaneously saying please, thank you or sorry. They are extremely considerate of other and remind each other to use goggles in the woodwork area or an apron when painting.

Most children are active and engaged in their play. They explore their environment enthusiastically and show purpose, curiosity and imagination as they choose their activities. Nearly all children demonstrate perseverance and interest. For example, children spend considerable time making a windmill in the woodwork area whilst a group of children work hard together making a train track. Children are equally as enthusiastic to join in with adult-led activities such as music and movement.

Nearly all children develop skills and knowledge and make substantial progress through their play. They develop their ideas by following their own interests for large parts of the day. Children have good opportunities to increase their self-help skills. For example, children use money to purchase their own fruit at snack time. They prepare and cut up their snack and clean away after. They have free choice as to what they wish to partake in throughout the session and they put on appropriate clothing to go outside and play, which results in them developing their independence and self-help skills.

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

Nearly all children, including those with additional learning needs (ALN), make excellent progress from their starting points, particularly in their physical and communication skills.

Nearly all children share their ideas confidently and will give reasons for their decisions. For example, they discuss reasons for creating playdough items to put on the doll such as a mask because the doll is sick. They develop excellent social relationships with their peers and adults alike. Nearly all children take turns and their behaviour is exemplary, resulting in a calm and efficient environment where everyone is busy with their learning.

Most children focus extremely well and above expectations to complete a chosen activity and use appropriate language to discuss their learning. Many children play alongside each other, often interacting purposefully and link their learning to the world around them. For example, when playing in the doll's house they talk about how similar the dolls skirt is to their school uniform. Many children communicate readily with adults from whom they seek reassurance and guidance. They take risks

confidently and persevere to solve problems, with little or no guidance from adults. They move freely from one area to another, both indoors and outdoors showing familiarity with the learning environment.

Most children develop appropriate mark making skills and show that marks carry meaning. For example, children draw a plan to show how they will attach their newly made fairy wings of leaves to their toy at home. Most children enjoy looking at books and handle them appropriately, showing interest in the pictures by pointing along with talking about the story and characters.

Nearly all children concentrate and respond enthusiastically to short adult led sessions. Most children join in singing Welsh songs and are beginning to respond to simple questions and directions confidently. Many understand basic Welsh words and phrases and show interest in learning new words. For example, they choose to hear a story about children playing in Welsh.

Many children show outstanding understanding of mathematical concepts during their play and exploration such as creating patterns in leaves. They use appropriate vocabulary such as full, empty, more or less when discussing how much coloured liquid they need to pour and mix to create new colours.

Many children develop their creative skills successfully when keeping a rhythm with musical instruments during singing sessions. They listen extremely well to instructions and can ‘freeze’ upon request when playing a game, before resuming their play. Nearly all children use and share materials appropriately when creating pumpkin pie in the outdoor kitchen.

Nearly all children are making excellent progress with fine motor skills whilst weaving laces in and out of holes to create a picture of a pig and using spoons for mixing and jugs for pouring. Many children develop gross motor skills in the movement play area with obstacles for balancing, climbing, turning and dancing. For example, children take turns to climb a ladder and turn on the turn style confidently.

Care and development: Excellent

Practitioners collaborate successfully with leaders to keep children safe and healthy. They have a secure knowledge of how to protect children and know what to do if they have any concerns.

Practitioners follow effective systems for recording, reporting, and monitoring any issues. They complete all relevant records in relation to accidents, incidents, existing injuries and medication appropriately.

All practitioners have suitable training in paediatric first aid. They know what to do in an emergency as they practise and record fire evacuation drills. The setting’s arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners implement beneficial arrangements to keep children healthy. They follow good hygiene procedures in relation to food serving and nappy changing. They ensure that children wash their hands after using the toilet and before eating. This helps to develop a good awareness of personal hygiene practice. Practitioners

encourage children successfully to be physically active and ensure that they have regular opportunities to play outside in the fresh air.

Practitioners are kind, caring, and supportive. They interact with children in a warm and friendly manner, which creates a positive, calm, and happy environment. Practitioners know the children very well and promote positive behaviour effectively. They acknowledge children's feelings and offer explanations and alternatives to manage minor disagreements. Practitioners speak respectfully to each other and children and are excellent role models. This contributes well to an atmosphere that fosters and promotes children's self-esteem.

Practitioners meet the needs of children successfully. They provide an extensive range of opportunities and activities both inside and outside that promote children's learning and development. Practitioners plan some activities and areas of the play spaces around themes which they develop depending on children's interests. Practitioners engage extremely well with children and extend their play successfully and are extremely responsive to children's needs without being intrusive. They ensure that children have plenty of time to explore resources and lead their own play and learning.

Practitioners observe children, track their development effectively and are alert to children who may have additional learning needs (ALN). They have good systems in place to ensure children receive the support they need and are always developing their knowledge and expertise in this area.

Practitioners have an effective way of recording observations and next steps for children, which includes parental input. They ensure that each child has their own individual plan to work from with meaningful and individual targets, which encourages holistic development in line with the new curriculum.

Practitioners plan authentic experiences in most areas of learning. For example, using crockery and pasta in the home area along. Practitioners listen and react to children's interests and adapt their learning to suit. For example, they created a small world of bugs and reptiles based on a child's interest – a new pet snake.

Practitioners effectively help children when they become overwhelmed or distressed, or example, calming children down with steady breathing and then asking them how they think it could be resolved, always working with the child to get a satisfactory resolution. Practitioners use props successfully to make children smile and feel comfortable, for example through the use of puppets.

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

Practitioners have developed a nurturing environment in which each child is valued and encouraged to explore, 'give it a go' and problem solve. They have an excellent understanding of child development and how children learn. A highly effective aspect of the provision is how practitioners question and guide the children rather than providing solutions and answers. Practitioners plan effectively to respond to children's interests and to promote curiosity and exploration. For example,

practitioners role play the baby doll crying to stimulate children's curiosity in discovering why the baby is crying.

Practitioners plan worthwhile opportunities for children to use Welsh when doing the register and visiting the tuck shop. They are positive language role models, in both Welsh and English, and actively encourage the children to repeat phrases when buying snacks from the tuck shop. They use Welsh at every opportunity and encourage the children to use Welsh words and phrases, for example when completing the morning register and whilst buying snacks from the Tuck shop. There are plenty of opportunities for children to sing Welsh songs and join in with Welsh nursery rhymes. Welsh speaker of the week certificates are awarded to re enforce and encourage the Welsh language.

Practitioners know the children extremely well and guide their learning according to their needs. They play alongside the children; model behaviours extremely well and only intervene in their play when required to further the children's learning. They plan valuable experiences based on children's interests, such as creating a small world of bugs and reptiles. Practitioners ensure that the children have access to interesting and often authentic resources such as crockery, weighing scales, tape measures and hammers. They model the use of this equipment carefully to ensure that the children use them with a developing level of accuracy and purpose.

Practitioners use purposeful assessments arrangements to help plan a wide range of stimulating activities to promote learning in the indoors and outdoors. They make detailed observations of children's learning, which inform future planning well. Practitioners work as a team to enhance learning areas skilfully, according to the children's needs and interests. As a result, children thrive and develop.

Practitioners plan meaningful opportunities to develop children's literacy, numeracy and physical skills. Children are encouraged to take risks and make decisions about their own learning. For example, children use real materials and tools in the woodwork area such as hammers and nails.

Practitioners provide a range of valuable learning experiences that promote children's social and moral development well. For example, children join in the school's Remembrance Service and use playdough and paint to create poppies. Practitioners foster a sense of belonging and celebrate diversity in families, for example by encouraging children to drawn pictures of their families, which are displayed in the quiet area. However, there are not enough resources and opportunities to promote a wider range of cultural backgrounds.

Practitioners ensure an effective balance of activities indoors and outdoors, allowing the children to choose where and how they would like to play.

Environment: Excellent

Leaders and practitioners provide children with a rich environment that supports their learning and development effectively. They ensure that they care for children in safe and secure premises. Leaders have thorough systems in place for practitioners to manage access to and from the setting safely. Leaders complete a range of written risk assessments that reduce risks effectively. They review these regularly and

complete daily safety checks of the environment consistently. Leaders ensure that they have oversight of the required safety checks of the premises. All areas of the environment, furniture and resources are exceptionally clean and well maintained.

The setting operates from two playrooms which are light and welcoming. Practitioners have developed a highly enabling environment with well-thought out and distinct learning areas that invite children to play. There is ample space for children to move about and play. Storage containers such as natural baskets enable children to independently access and explore toys and resources. Wall displays celebrate children's individual artwork and their community. As a result, children feel a sense of belonging.

Children benefit from large outdoor play areas. Leaders and practitioners have developed these areas to provide further excellent opportunities for play and learning. For example, children have spaces to run, climb or ride bikes, build and grow things. This area is accessible directly from both of the playrooms and is fully secure.

Leaders provide good quality, age-appropriate furniture. They provide an extensive range of interesting and developmentally appropriate resources and equipment. There is an abundance of natural materials and resources that children can use in a variety of ways. Authentic resources, such as China cups in the home corner, help children learn to take care of things, treat them with respect and to use items safely. Books and images in all areas of the playroom support children's learning. For example, practitioners place books about the hungry caterpillar with relevant resources pertinent to the story.

Leadership and management: Excellent

Leaders have developed a supportive, calm and nurturing ethos. They lead by example and have high expectations of themselves, practitioners and children. Leaders have developed an accurate statement of purpose that accurately describes the provision. They have a broad range of robust policies, procedures and risk assessments, which support practitioners to carry out their work effectively.

Leaders share a clear vision for the setting reflected in their motto 'our adventure begins with "Yes I Can"'. The setting offers a stimulating environment where children dare to try. As a result, children flourish and succeed in their learning and development. Leaders create and maintain an exemplary team ethic where practitioners feel valued. They set clear expectations which are shared with all practitioners to ensure that all children's needs are met effectively from day to day.

Leaders and practitioners meet regularly and work together highly efficiently to plan and evaluate provision. This helps them to provide a range of excellent experiences where children can be curious, explore and problem solve. Leaders and practitioners communicate effectively to support the care and development of children across the setting. This impacts positively on children's progress.

Leaders are committed to improving the setting and support practitioners to develop professionally, with well-being at the heart of all they do. Leaders ensure that safe recruitment is completed in line with regulations. They complete formal appraisals

and set realistic targets, which are linked to the setting's development plan and personal development. Leaders evaluate all aspects of the setting identifying areas for development and make suitable plans to address these areas. For example, nearly all practitioners have completed a Welsh course successfully and use what they have learnt to inform their practice from day to day. Practitioners are familiar with the setting's priorities and are confident of their roles and responsibilities.

Leaders share useful information with parents and carers through social media, a termly newsletter and digital platforms. They share valuable information about children's progress, both informally and formally. Parents and carers feel listened to and are satisfied that their children are safe, happy and making good progress. Leaders holds worthwhile sessions with parents and carers to support their children's learning, such as cooking pizzas and playday. They have developed has strong transition arrangements to ensure that children and their families have a smooth move to primary education.

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 Prysg (English to Welsh).

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Publication date: 17/01/2025

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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Date Published 17/01/2025