Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Estyn
Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

Cylch Meithrin Trefeurig
Ysgol Gynradd Penrhyncoch
Penrhyncoch
Aberystwyth, Ceredigion
SY23 3EH

Date of inspection: January 2022

by

Care Inspectorate Wales (CIW)

and

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

This report is also available in Welsh.

About Cylch Meithrin Trefeurig

Name of setting	Cylch Meithrin Trefeurig
Category of care provided	Full day care
Registered person(s)	Nerys Lockyear
Responsible individual (if applicable)	
Person in charge	Jacqueline James and Hayley Edwards
Number of places	19
Age range of children	2 – 11 years old
Number of children funded for up to two terms	3
Number of children funded for up to five terms	14
Opening days / times	Monday to Friday between 8:15am and 6:00pm during term time.
Flying Start service	No
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	07/01/2019
Date of previous Estyn inspection	12/04/2013
Dates of this inspection visit(s)	25/01/2022

Non-compliance

No instances of non-compliance were identified during this inspection.

Recommendations

R1 Ensure that practitioners intervene less in children's activities to promote their independence

R2 Refine hygiene practices and the thoroughness of the after-school provision's records

R3 Ensure that the after-school provision is identified accurately in the setting's statement of purpose

What happens next

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

Main findings

Wellbeing:

Nearly all children make sensible choices about their activities and with whom to play. They make choices in line with their interests and, as a result, they develop good independent skills. For example, on arrival, they go straight to choose their favourite toys and to play with their friends or practitioners. Many communicate their choices confidently and respond joyfully when they get a response from practitioners. They are keen to share their experiences with adults and are confident that practitioners will show an interest and respect their views and comments.

Nearly all children are content and comfortable in the practitioners' care. They arrive eagerly and separate from their parents and carers without fuss. Many begin activities independently, without prompting from practitioners. For example, they begin a specific task and choose to join in with an adult-led task immediately. Nearly all children are familiar with their daily routines and comply intelligently with procedures, which creates security as they cope with new experiences.

Nearly all children form positive relationships with practitioners and peers. They smile and welcome their friends consistently and, as a result, are beginning to develop purposeful social skills. They are completely comfortable when drawing a practitioner's attention to ask a question, share resources or ask for support. They are keen to play with their peers and chat enthusiastically while working together and sharing ideas.

Nearly all children enjoy taking part in a wide range of interesting activities that motivate them and keep them busy. They are keen to undertake the challenging activities that are available to them. For example, they are creative with paint and when building wooden tracks to roll balls. They are comfortable moving from one activity to the next and persevere and concentrate well for extended periods.

Nearly all children are enthusiastic when learning new skills and experiment with a variety of interesting play experiences. They are keen to join in and contribute during circle time and are proud of their achievements. They learn how to stay healthy by undertaking physical activities confidently outdoors. They also understand that healthy snacks and washing and drying their hands are important for their wellbeing.

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

Most children achieve well by playing together purposefully. They develop robust literacy, numeracy and information and communication technology (ICT) skills, which have a positive effect on their learning and cognitive skills.

Most children listen to instructions and act on them sensibly. They concentrate thoroughly when building adventure trails with wooden planks and tree stumps and when discussing each other's feelings loyally with adults. A majority communicate clearly when responding to discussions and sharing concepts. They use Welsh words and phrases meaningfully. For example, they describe animal sounds, such as

a tiger and lion's roar, enthusiastically. They are also keen to respond to music and the rhythm of a tambourine by joining in enthusiastically with songs and dances.

Many children take an interest in books and consider their content intelligently. They discuss events meaningfully and handle books like confident readers. They respond with interest to stories actively, such as designing skin for their elephants imaginatively with colourful paper and multicoloured buttons. They make marks purposefully with different media, such as chalk and paint, and prepare a menu for the café purposefully. As a result, they enjoy their early writing experiences and explain the purpose of their writing clearly.

Many children use mathematical language effectively in the correct contexts. A minority count to 10 carefully and use 'big', 'small' and 'medium-sized' three-dimensional shapes intelligently to build towers and discuss the size of cakes. They choose relevant equipment and materials to solve mathematical problems well. For example, they sort twigs, shells and pebbles and place them in order productively. They also experiment with 'full' and 'empty' volumes purposefully by filling boxes with sand in the digging area.

Most children develop skilful ICT skills by using tablets and electronic toys efficiently. For example, they control the movements of an electronic gadget on a map neatly. As a result, they become familiar with technology by using the equipment regularly in their daily activities.

Most children develop successful physical skills by riding bicycles, dancing and shaking a parachute with each other joyfully. Many develop their thinking skills and creative skills purposefully, which has a positive effect on their learning. For example, they create interesting patterns by painting with different materials, such as cotton wool and sponges, independently.

Care and development:

Practitioners use effective procedures that ensure that children are healthy and safe. They have a sound understanding of their responsibilities and implement the setting's policies and procedures thoroughly. On the whole, practitioners ensure that children wash their hands on arrival at the setting to avoid infections. However, this practice is not as thorough as the children arrive after school. The setting also records the temperature of children and adults daily to reduce risk.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. On the whole, practitioners keep good records, which contribute purposefully to the children's safety, and ensure that records are complete and accurate. They ensure that accident records, with all relevant details, are completed fully and promptly. However, this thorough attention to detail is not as evident in the after-school provision.

Practitioners have a clear understanding of the children's individual needs and wishes. They promote play, learning and development effectively. For example, they respond sensitively to children who choose not to take part in specific tasks by allowing them to choose their own tasks. Practitioners also provide valuable

opportunities for children to share equipment in physical exercise activities and when playing outside.

Practitioners develop a warm relationship with the children. They treat the children with care and respect. They promote positive behaviour and support the children to manage their emotions well. For example, they use positive language with the children, which includes saying 'please' and 'thank you' regularly. Practitioners create a very happy environment where children feel safe and valued. They also praise the children frequently, which has a positive effect on developing their self-confidence and understanding of respecting each other.

Practitioners provide effective opportunities for children to develop an understanding of their Welshness and the wider world. They learn how to treat people from all cultures with respect and tolerance. For example, they celebrate the customs of the Chinese New Year, in addition to St David's Day. Practitioners are enthusiastic and use the Welsh language consistently. As a result, many children are beginning to use the Welsh language confidently.

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

Practitioners work diligently for the benefit of the children. They provide valuable opportunities for them to learn through practical challenges, which engages their interest purposefully, such as playing with dinosaurs and tigers.

Practitioners provide an engaging curriculum and plan beneficial and varied learning experiences for children both inside and outside the building. For example, there are opportunities available to solve problems by following treasure hunt instructions and angling ramps deliberately to speed up and slow down balls as they roll to the bottom.

Practitioners plan valuable opportunities to develop the children's literacy and numeracy skills. They concentrate well on improving the children's Welsh by repeating vocabulary and phrases and singing lively nursery rhymes. Practitioners question the children wisely, which has a positive effect on their cognitive skills and their eagerness to try. However, overall, practitioners intervene too much during activities, which limits the children's independent learning.

Provision to develop the children's ICT skills provides regular challenges to improve their early digital skills. Practitioners also encourage them to work together effectively by focusing on developing their physical and creative skills. For example, they encourage them to ride bicycles energetically and create a shopping list in an imaginary café.

Practitioners place a positive emphasis on developing the children's spiritual, moral and social skills, and on celebrating diversity. They provide opportunities for children to learn about food from foreign countries, such as the Jewish bread, challah. They promote the children's awareness of Welsh culture successfully by celebrating St Dwynwen's Day and the 100th anniversary of the Urdd. The village is used beneficially by visiting the nearby shop to buy ingredients to bake biscuits. These

limited opportunities, due to the recent social restrictions, are beginning to raise the children's clear awareness of their local area.

Assessment procedures are effective and practitioners use this information to plan purposefully for the next steps in children's learning. As a result, practitioners discuss sensibly with the children how to improve their work.

During the pandemic, the setting has offered virtual meetings to parents and carers to discuss their children's progress. They provide information about their children's achievements appropriately to parents and carers through social media and orally at the door of the setting.

Environment:

The environment is of good quality and provides valuable and extensive opportunities for children both inside and outside the building. Practitioners arrange the internal environment thoughtfully to ensure interesting and stimulating areas, which provide rich experiences for children. The room is attractive, light and there are purposeful areas for children to develop creatively, rest, eat independently and sit together during plenary sessions.

The outdoor area provides purposeful activities, such as a wall to experiment with water, resources to paint and dig in the sand, a mud kitchen, and areas to grow flowers and vegetables. As a result, practitioners ensure that the outdoor area is used on a daily basis as an integral part of the learning and play environment, for example for dance sessions.

Leaders ensure that there are effective safeguarding procedures in place. For example, staff ensure that doors are locked and that there is a record of all visitors. Risk assessments are comprehensive and identify, reduce, and prevent the risk to children. Leaders succeed in ensuring that effective safeguarding procedures are in place as the children arrive and leave the site. They also draw appropriate attention to safety during visits outside the setting and by holding regular fire drills.

Leaders ensure that children receive effective care and education in a building that is planned and set up well to promote their independence. Many resources are kept at a low level to enable the children to choose independently and pursue their individual interests. As a result, many children are completely familiar with fetching equipment and returning it to the appropriate place. Practitioners follow effective procedures to keep the environment and equipment clean and in an appropriate condition. There are good opportunities for children to use the toilet and handwashing basins independently.

The setting provides a variety of activities and resources to enrich the children's experiences, which develops their skills and knowledge successfully. They are suitable for the children's ages and the café area includes dishes and food to stimulate the children's imagination and experiences. In addition, by displaying and celebrating the children's work on the walls around the room, practitioners create a sense of pride and belonging for the children, which creates a welcoming atmosphere for everyone that visits the setting.

Leadership and management:

The responsible person and well-established management committee set a purposeful direction for the setting's procedures. They have a robust vision, which ensures that teaching and care improve children's outcomes through engaging and stimulating experiences. As a result, the setting's consistent practices and policies focus positively on meeting the children's needs.

The responsible person works conscientiously with the manager to support and encourage the children to improve their work and wellbeing consistently, through enthusiastic teaching and support.

Robust self-evaluation procedures have a positive effect on the setting's practices. The manager ensures that full consideration is given to the views of everyone who is involved with the setting, such as the local authority and Mudiad Meithrin. Leaders hold regular discussions with parents and the school's staff, and the use of their ideas improves provision and children's experiences. As a result, procedures have a positive effect on creating purposeful improvements. Leaders and practitioners listen carefully to the child's voice by creating mind maps at the beginning of themes. They also act wisely on the suggestions of parents and carers, such as using social media to share information about the children's activities.

Members of the management committee are supportive and listen sensibly to the suggestions of the responsible person and support agency officers. The management committee has consistent arrangements to monitor the setting's practices. It validates the decisions of the responsible person and the manager regularly to identify strengths and areas for improvement. As a result, these procedures lead to reliable targets in the development plan. However, monitoring practices do not ensure that the after-school club provision is identified in detail in the setting's statement of purpose.

The responsible person and management committee allocate resources appropriately. They ensure that there are sufficient qualified practitioners and support them to attend relevant training to meet children's needs effectively. The use of the budget and grants prioritises expenditure against the setting's targets intelligently. As a result, the leaders' positive attitudes promote better experiences for the children by funding useful resources, such as a shelter in the outdoor area.

The setting has a range of useful partnerships, such as parents and the local community, who support the setting through fundraising. There is a successful agreement between the school and the setting to share the site intelligently and prepare the children effectively for the next stage in their 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)

This document has been translated by Trosol (Welsh to English).

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