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 Yr Enfys

Boys & Girls Club
Lisburn Road
Ystrad Mynach
Caerphilly
CF82 7AS

Date of inspection: October 2024

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Yr Enfys

Name of setting	Cylch Meithrin yr Enfys
Category of care provided	Sessional care
Registered person(s)	Anna Webb
Responsible individual (if applicable)	Anna Webb
Person in charge	Lisa Batten
Number of places	20
Age range of children	2-4 years old
Number of 3 and 4-year-old children	1
Number of children who receive funding for early education	0
Opening days / times	Monday to Friday 09:00 to 12:00
Flying Start service	Yes
Language of the setting	Welsh
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	28 November 2019
Date of previous Estyn inspection	February 2017
Dates of this inspection visit(s)	08/10/2024

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 more opportunities to develop children's spoken Welsh skills

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 enjoy the freedom to move around the learning areas and choose activities that are of interest to them. For example, they enjoy tapping objects into a pumpkin with a hammer. Nearly all children settle immediately and feel safe in their environment. They show affection towards the practitioners and approach them happily when leaving their parents or carers. Most children develop strong relationships with other children. They express themselves effectively and know that practitioners will respect their opinions. Most children show pride in their work, for example when using beads and leaves to create their own art in the creative area. They smile contentedly as practitioners listen to them attentively and ask more questions about their efforts.

Most children interact positively with their friends and those who care for them. They enjoy social mealtimes, practise good manners and sit tidily at the table. Most children are happy to share resources with their peers and learn important social skills such as taking turns. For example, they share small shapes well when organising them. 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 form a line when preparing to wash their hands before having a snack.

Nearly all children enjoy playing and learning. They concentrate and persevere well when completing tasks and enjoy experimenting with different equipment and materials. For example, they search the outdoor area for leaves and use animals from the small world area to create art. Nearly all children are curious about the world

around them and enjoy playing and using their imagination. For example, they take pieces of pumpkin to the home area to 'cook' in the kitchen.

Most children choose activities independently and pursue their interests purposefully. Nearly all children develop appropriate independent skills, for example when washing their hands carefully and pouring their drinks during snack time. Most children persevere well when trying to complete tasks for themselves, such as putting on a coat and shoes. They show great pride when they achieve this and are praised by practitioners.

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

Practitioners prioritise children's safety and maintain effective procedures to ensure that they are healthy and safe. All have received child protection training and are confident about the correct procedures to follow should they have any concerns about a child. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. All practitioners have completed paediatric first aid training, which enables them to provide appropriate treatment, if necessary. They keep records of accidents, incidents and existing injuries, which include the signatures of practitioners and parents. Leaders review and analyse these procedures regularly. As part of their wider safeguarding practices and to ensure that children are safe, practitioners record children's attendance and their own working hours. The number of practitioners usually exceeds the expected standards and, as a result, children are supervised effectively.

Purposeful procedures are used well to prevent the spread of infection. For example, practitioners encourage children to wash their hands regularly, clear the tables before mealtimes and follow effective procedures when changing nappies. Practitioners promote healthy eating and physical exercise successfully. They ensure that there are regular and beneficial opportunities for children to develop their physical skills and spend time outside in the fresh air.

Practitioners model respectful and kind behaviour effectively, setting clear expectations for children. There is a wonderful relationship between them and the children in their care. All practitioners use effective and consistent strategies to promote positive behaviour in line with the setting's policy. For example, they draw children's attention to another activity if they are having trouble sharing or taking turns and explain clearly when their behaviour is not acceptable. All practitioners model social skills effectively while playing alongside the children and praise them regularly.

Practitioners promote children's play, learning and development successfully. They provide purposeful learning areas for children, with many activities often led by adults

but satisfying the children's interests. Practitioners engage well with children and question them effectively as they play. They are sensitive to children who choose not to take part in specific tasks and give them the freedom to choose their own activity.

The setting has effective arrangements for identifying and supporting the individual needs of children, including those with additional learning needs. There are robust procedures in place to ensure that practitioners are able to work successfully with external agencies if additional support needs to be arranged. Information is shared with parents regularly through a closed social media page. This ensures that parents receive up-to-date information about their children's development effectively.

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

Practitioners create a learning environment filled with interesting and exciting experiences and which succeeds in engaging the children's interest. They plan learning areas that encourage children to be independent by providing resources that are accessible and attractive. Children are given opportunities to observe, take risks and make decisions in a safe and engaging manner. For example, children enjoy cutting pumpkins with knives, under the careful supervision of practitioners, to discover what is inside them. All practitioners work very well together and treat each child with care and respect. They provide opportunities for children to play and experiment with a good range of real-life equipment, both indoors and outdoors.

Practitioners have a suitable grasp of the Welsh language and communicate appropriately with children during more formal times. They model spoken language by introducing vocabulary and phrases and sing songs purposefully, for example during circle time or a dance session. However, they are inconsistent in their expectations of the children's use of the language and, as a result, they do not provide sufficient opportunities to develop their oral skills. Practitioners create a homely area that encourages children to develop a love of books. They create an ethos in which children have the confidence to get books independently so that they can browse through them on their own or approach an adult for an opportunity to listen to the story. Practitioners prepare extensive opportunities for children to begin to make marks and develop their early writing skills. Children are beginning to understand that marks represent words and a few understand the reason for writing, for example by making a shopping list. Practitioners provide an effective range of opportunities and resources to develop children's numeracy skills. There is a wide range of resources available to them, such as a shapes jigsaw, counters to count and equipment to be sorted by colour and size. A few children begin to count correctly when placing rings on each other's fingers.

Provision for children's social, moral, cultural and spiritual development is suitable. Practitioners ensure opportunities to learn about interesting events in other cultures. They intervene sensitively and reason sensibly in the rare cases when children disagree with each other or want the same toy. As a result, children develop an understanding of fairness and what is right and wrong. Practitioners promote children's awareness of their Welshness and their *'cynefin'*, or local area', appropriately, for example when celebrating St David's Day and visiting their locality regularly. They often visit the local fruit shop to buy goods for snack time and visit a local farm occasionally.

Practitioners develop their understanding of what is expected when observing and assessing children's progress. They observe regularly and use the information that is gathered successfully to plan activities that promote children's development. They are willing to adapt their planning to respond purposefully to children's needs and interests. All practitioners are encouraged to contribute to the process of identifying progress and planning suitable activities.

Environment: Good

Practitioners are vigilant when supervising children during sessions to ensure their safety. They ensure that children are safe by acting on a range of clear and comprehensive policies. Thorough risk assessments highlight potential dangers and the steps that have been taken to reduce or prevent the risk to children. Checks of the play areas and equipment are completed on a daily basis to ensure that there are no dangers present and that the equipment is suitable for children. Leaders respond promptly to issues relating to child safeguarding and any cases that arise. For example, they monitor and practise fire drills regularly to ensure that the children are familiar with the arrangements to be followed if they need to evacuate the building urgently.

The play areas are pleasant, comfortable and cosy and there is plenty of space for children to move around freely. The playroom is organised effectively to promote children's development and offer rich play experiences. There is a variety of natural materials and resources available to promote children's understanding of real life. For example, there are cooking appliances in the home area. Leaders ensure that there is a wide range of interesting and exciting resources and equipment available in the playroom. These are of good quality and are stored at a low level to enable the children to choose independently without adult intervention. The play areas and equipment are cleaned regularly and resources are clean and in good condition. Leaders ensure that equipment and resources promote children's independence; for example, resources are available to help children learn how to use the toilet independently. Practitioners use the limited outdoor area purposefully by providing opportunities for children to develop a range of skills as they play in the playhouse, on bicycles and when growing plants in the small garden.

The quality of the learning environment and play areas is good. They provide valuable opportunities for children to work together and communicate both indoors and outdoors. Practitioners ensure that the play environment, equipment, toys and resources are stimulating and suitable for the children. This enables children to make independent decisions about their learning. Practitioners use displays purposefully to ensure that children develop an awareness of belonging. For example, practitioners display pictures of the children playing in different areas of the provision to celebrate their efforts and successes.

Leadership and management: Good

The leader has a robust vision to ensure that all children are happy and safe at the setting. She is passionate about providing them with the best possible foundation while they are in her care. With the close support of her colleagues, she realises this vision successfully. Between them, they have created a caring, warm and supportive environment and ethos.

The leader conducts a suitable range of self-evaluation activities to identify the elements that need to be developed further, such as holding regular informal discussions with practitioners and distributing questionnaires to parents and carers occasionally. Nearly all priorities for improvement have been divided into sensible steps and the leader and practitioners evaluate them regularly. For example, they have identified the need to ensure choice and promote children's independence at snack time. Children now do more for themselves and are becoming increasingly independent.

The leader and practitioners have a good relationship with parents and carers. When children start at the setting, they gather comprehensive information to ascertain their needs and interests. As a result, they are able to cater to their interests successfully. Practitioners provide parents and carers with information about their children's achievements appropriately in an end-of-year report. They are available at the beginning and end of each day when parents collect their children and share a range of photographs on social media which show the children enjoying a wide range of activities.

Leaders have a beneficial working relationship with the local authority advisory teachers. This relationship is mature and makes a valuable contribution to the development of provision over time. They also have a practical working relationship with the officers of the umbrella organisation that works with them. This ensures a range of policies and procedures and beneficial training that support provision effectively. The leader works closely with the local community, for example by visiting the library occasionally. This develops children's awareness of their local community successfully.

Leaders follow safe and robust recruitment processes and have successful arrangements for evaluating practitioners' performance. They evaluate and identify appropriate targets for improvement through regular effective evaluations. Targets often correspond closely to the setting's priorities. For example, practitioners have attended recent training on the importance of learning through play, which has reinforced their skills in introducing Curriculum for Wales 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)

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).

© Crown Copyright 2024: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 10/12/2024

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published 10/12/2024