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

Report on

Caban Cegin

Ysgol Glan Cegin
Maesgeirchen
Bangor
LL57 1ST

Inspection date: February 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 Caban Cegin

Name of the setting	Caban Cegin
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Kerry Griffiths Lowri Griffith
Person in charge	Kerry Griffiths Lowri Griffith
Number of places	73
Age range of children	18 months – 12 years
Number of children funded for up to 2 terms	6
Number of children funded for up to 5 terms	0
Opening days / times	09:00 – 18:00 Monday to Friday
Flying Start service	Yes
Language of the setting	Welsh
Is the Childcare Offer available at this setting?	Yes
Active Offer of the Welsh language	The Active Offer of the Welsh language is in place at the setting.
Date of previous CIW inspection	08/05/2019
Date of previous Estyn inspection	01/11/2011
Date(s) of this inspection visit / these inspection visits	08/02/2022

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Ensure that children of all ages are independent during snack time

R2 Ensure that there is consistency in the facilities and external resources for the third play area

What happens next

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

Headline findings

Well-being:

Almost every child shows contentment and happiness and interacts well with practitioners and visitors; they are very keen to talk to us and are happy sitting in a group talking to each other. Many children clearly express their feelings. The majority of children make effective choices and decisions regarding where they would like to play and with whom. For example, during free play, the majority confidently move between different activities. As a result, they effectively follow their personal preferences when choosing a book or using the resources whilst role playing in the home corner. Many children show motivation and perseverance in their play and learning. For example, they play with resources that are of interest to them for extended periods

Almost every child is content and comfortable in the company of practitioners. Almost all arrive happy and full of life and cope easily with separating from their parents and carers. The majority start on activities independently as soon as they arrive. The majority of children understand that practitioners listen to their wishes and concerns. For example, they approach practitioners for help with toys or equipment when necessary.

The majority of children collaborate well and enjoy each other's and practitioners' company. Some of the children share resources well, such as sharing fill and empty resources in the water area. Almost every child enthusiastically joins in with songs and shows pleasure and enjoyment.. Almost every child manages their behaviour well.

Almost every child is happy to play together with their friends and the practitioners. Almost every child enjoys taking part in activities and does so confidently, following their interests. They like making delicate buildings with the small blocks. They use their imagination well whilst playing and learn how to look after themselves and how to stay healthy. Many children persevere with activities for an appropriate period.

Almost every child enjoys learning new skills whilst experimenting with a variety of interesting experiences. For example, some enjoy experimenting in the dough with a variety of materials and others enjoy washing animals in the water area. The majority develop a range of independent skills well. For example, they choose and use a variety of colours of paint to mix independently and they are confident whilst doing so. Many children use large play equipment such as a slide and bikes with increased control.

Learning (this is only applicable to three- and four-year-olds who are not educated in a maintained setting):

There is no report on children's learning. This is because there was not enough three- or four-year-olds present at the time of the inspection that do not receive funded education elsewhere that we could report on without identifying individual children.

Care and development:

Practitioners follow rigorous and robust systems to ensure the health and safety of children. They have a good understanding of their responsibilities, and they provide rich opportunities for the children to develop according to their age and ability. They keep all records about any concerns, accidents and incidents, and any relevant information, safely and in detail. This is monitored regularly by leaders. The setting's arrangements for safeguarding children satisfy the requirements and they are not a cause for concern.

Practitioners effectively recognise the needs of children with additional difficulties. They develop strategies based on detailed assessments. The setting uses purposeful communication assessments for every child when they start at the setting in order to recognise their language and communication needs. They use the findings of the assessments to create target groups in order to develop the children's language skills. They collaborate thoroughly with external agencies to respond to any individual needs, for example by collaborating effectively with Flying Start staff and health professionals. The practitioners have developed successful partnerships with parents to ensure appropriate support for their children.

Each practitioner has up to date first aid and food hygiene certificates, which ensures an understanding of the processes to follow. The hygiene procedures and practices are effective, and the practitioners intentionally encourage children to wash their hands at the appropriate times. Practitioners teach the children to stay healthy by preparing healthy snacks and drinks. However, children of all ages do not have opportunities to be independent during snack time.

Practitioners understand the behaviour management policy and speak to children intelligently and in a language they understand. Practitioners support children to successfully manage their behaviour. They have a good knowledge about the needs and preferences of every child. They act on information from parents whilst registering and they are knowledgeable about the needs of individuals. Practitioners model effective behaviour and show respect towards the children at all times.

Staff acknowledge positive interactions and praise children for their achievements. Staff plan interesting activities for the children. For example, they collect apples from the forest as a group in order to make an apple crumble to eat.

The Active Offer of the Welsh language is in place at the setting. Practitioners are very enthusiastic and consistently use Welsh. As a result, the majority of children are starting to develop their Welsh skills.

Teaching and assessing (this is only applicable to three- and four-year-olds who are not educated in a maintained setting):

Practitioners provide a full curriculum and plan interesting activities for the children. They consciously act for the benefit of children and in line with their abilities.

Practitioners' planning intelligently follows children's interests and provides valuable opportunities for them to learn through practical challenges. They successfully encourage children and, as a result, children respond enthusiastically whilst saving

elephants from the jungle with a helicopter during role play. There are good opportunities to solve problems, for example, when the children construct castles with three-dimensional shapes and confidently mix colours by following simple formulae.

Practitioners plan interesting opportunities to develop the children's literacy and numeracy skills. They skilfully question the children whilst they draw marks with chalk on the floor outside and they challenge them to separate and count different types of insects. The practitioners' teaching method have a strong impact on improving the children's cognitive skills and their ability to venture independently.

The provision to develop the children's Information and Communication Technology (ICT) skills offers consistent challenges to improve early digital skills such as experimenting with cameras. In addition, the practitioners intentionally develop the children's physical and creative skills. For example, they encourage them to climb and slide on the adventure equipment and keep to a rhythm whilst banging drums.

There is a positive emphasis from practitioners regarding developing the children's spiritual, ethical and social skills and to celebrate diversity. For example, the older children set tables before eating a snack and they taste food from Mexico and Italy. Practitioners successfully promote children's awareness of Welsh culture by celebrating St David's Day and studying the castles in the area. In addition, they improve the children's use of the Welsh language by repeating phrases and regularly singing nursery rhymes.

Practitioners organise beneficial visits for the children in their local area such as walking to the shops close by to buy flowers and goods to cook.

The assessment procedures are effective. Practitioners use the information to purposefully plan for the next steps in the children's learning. They sensibly discuss improvements with the children, which intentionally enlivens their independent learning. The setting provides detailed information to parents and carers about their children's achievements, through the use of social media, end of year reports, and verbally at the doors to the setting.

Environment:

The quality of the learning environment is good, and it offers effective and valuable opportunities for children inside the building. Practitioners purposefully organise the indoor environments to ensure interesting and stimulating areas that provide good opportunities for the children. They use three cabins as the main rooms for the range of ages who attend the setting. As a result, there are areas available for children to develop creatively, rest, eat and socialise with each other according to their ages. The play environments are pleasant, comfortable and comforting with plenty of space for children to move around easily. Practitioners ensure that children develop an awareness of belonging by displaying photos of them playing. Two of the outside areas offer good opportunities for the children to experiment with a range of resources in an attractive and stimulating environment. Leaders have plans to develop one of the outdoor areas in order to ensure opportunities for children to move independently between activities. However, they should also ensure that there is consistency in the external facilities and resources for the third play area.

Leaders ensure that resources are available that are of interest to the children and attract their attention inside and outdoors. The setting is clean and attractive and is well maintained. The furniture, equipment, toys and resources are clean, of a good standard, and are stored at a level that is appropriate so that the children can make independent choices. The wall displays are interesting and colourful and portray the children's work well. For example, they have displayed Jack and the Beanstalk work and painting with the children's hands and feet. Practitioners ensure that children are safe by implementing a range of clear and thorough policies. They assess risks, which include collecting children from the school on the same site. The responsible individual promptly responds to issues that arise. For example, they consistently practise fire drills in order to ensure that children are familiar with the polices to protect them. Practitioners keep a comprehensive register of each child, which includes arrival and departure times. The staffing numbers usually exceed the expectations of the regulations and, as a result, the children are supervised very effectively. The eating facilities, toilets and wash basins are suited to the age of the children. The toilets and nappy-changing facilities are clean and effectively comply with the hygiene requirements.

The environment supports children to develop knowledge and understanding of the world by learning about the lives and experiences of people from different backgrounds. For example, the practitioners discuss books that provide children with the opportunity to start understanding about a range of different practices around the world.

Leadership and management:

The responsible individual intentionally works in partnership with the deputy leader to support and urge the practitioners to improve the outcomes for children, through positive teaching and offering successful pastoral care.

The responsible individual and the supportive trustees inform a clear direction for the setting's procedures. They have a robust vision, which ensure that interesting and stimulating experiences trigger improvements in the children's learning and well-being. As a result, the setting's consistent practices and policies purposefully concentrate on meeting the needs of the children.

Practitioners successfully evaluate the provision and acknowledge elements which need improving. For example, they have acknowledged that not all of the outdoor areas are used consistently and to their full purpose. The responsible individual ensures full consideration of everyone's opinion who is connected to the setting, such as the practitioners, parents and carers, the local school, and officers from the supporting agencies. The responsible individual and the practitioners hold regular discussions with these stakeholders and act wisely on any findings in order to improve the provision and the children's experiences.

The practitioners consider the children's interests, and they plan and vary the learning experiences. They reactively plan the next steps in their learning. In addition, they effectively act on parents and carers' suggestions, by sharing relevant information about the children's progress.

The trustees are supportive, and they listen sensibly to the suggestions of the responsible individual and officers from the support agencies. The have consistent arrangements to monitor the setting's practices. They regularly validate the decisions of the responsible individual and the practitioners to ensure relevance to the setting's targets. As a result, the procedures lead to dependable targets whilst planning for the future.

The responsible individual and the deputy leader purposefully distribute resources. With the support of the trustees, they ensure adequate qualified practitioners, and they urge and encourage them to attend valuable training. The sharp focus on developing practitioners' skills effectively meets the needs of the children. The use of the budget and grants intelligently prioritises spending against the setting's targets. As a result, the leader promotes interesting experiences for the children, through funding useful resources, such as interactive screens.

Leaders and practitioners have established a range of strong partnerships, such as local shops and the nearby school, which support them by offering entertaining experiences for the children, such as studying flowers with the florist. The close collaboration with the school successfully prepares the children for the next step in their education.

Copies of the report

Copies of this report are available in the setting and from CIW's and Estyn's websites (http://careinspectorate.wales) (https://www.estyn.gov.wales)

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