A Arolygiaeth Gofal Cymru Care Inspectorate Wales report on

Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

Cylch Meithrin Bysedd Bach

Ysgol Gynradd Gymraeg Llwyncelyn
Heather Way
Llwyncelyn
Porth
CF39 9TT

Date of inspection: March 2023

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Bysedd Bach

Name of setting	Cylch Meithrin Bysedd Bach
Category of care provided	Full day care
Registered person(s)	N/A
Responsible individual (if applicable)	Andrea Jones
Person in charge	Andrea Jones, Hannah Davies
Number of places	30
Age range of children	2 – 4 years old
Number of 3 and 4-year-old children	18
Number of children who receive funding for early education	18
Opening days / times	Monday to Thursday from 8:30am to 15:30pm, Friday from 8:30am to 14:45pm
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	The service is working towards providing the Welsh language “active offer” and plans to become a bilingual service or is making a significant effort to promote the Welsh language and culture.
Date of previous CIW inspection	This is the setting’s first inspection
Date of previous Estyn inspection	16th March 2015
Dates of this inspection visit(s)	21/03/2023

Summary

Theme	Judgement
Wellbeing	**Excellent**
Learning **(only applies to three- and four-year-old children who do not receive education in a maintained setting)**	**Good**
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 Develop the practitioners' open-ended questioning to expand children's thinking skills

R2 Ensure that initial assessment arrangements are in place and are used to inform the next steps in children's progress and learning

R3 Develop outdoor provision further and ensure that children have continuous independent access

What happens next

The setting will produce an action plan that shows how it will address the recommendations.

Main findings

Well-being: Excellent

Nearly all children are extremely happy within their learning and play environment. They are exceptionally enthusiastic and delight in the play areas and provision that are available to them. Most children settle immediately on arrival at the setting and feel extremely safe in their environment. They share their feelings confidently by pointing to faces on the wall and discuss their feelings with practitioners. They show affection towards practitioners, for example by running in and embracing them.

Nearly all children move from one area to another excitedly and choose activities that stimulate them. They are highly motivated when playing in the shop and selecting 'real' vegetables and equipment to chop vegetables to make soup. Most children communicate their wishes and preferences confidently, for example when asking practitioners if they can go outside to play. They self-register by placing a picture of a food of their choice on the wall next to their personal pictures. Nearly all children listen to and follow instructions to stay safe. They listen to practitioners who encourage them to walk in case they fall over.

Nearly all children interact exceptionally well with their peers and practitioners. They develop a kind and respectful relationship towards others, for example when helping friends to look for their wellingtons. They are very enthusiastic when role-playing and interact very effectively with practitioners when discussing the names of fruit and vegetables. Nearly all children work exceptionally well with other children and share and take turns patiently.

Nearly all children have a strong sense of belonging. They take great pride in their family pictures in the home and reading areas and are enthusiastic when showing practitioners where they live on a map of the local area. Most children concentrate for an appropriate amount of time, such as when listening to the story of *'Y Lindysyn Llwglyd Iawn'* ('The Very Hungry Caterpillar'). Nearly all children take pride in receiving praise and compliments from practitioners when accepting a star and 'good friend' stickers.

Nearly all children develop independent skills highly effectively. They guide their play maturely and choose play resources to complete their personal tasks successfully. They concentrate for an increasing amount of time when putting on socks and dressing a doll. Most children meet their personal needs independently by taking off and putting on their coats, wellingtons and washing their hands. Nearly all children undertake their daily tasks independently, such as buttering toast, pouring water into a cup or pouring milk on cereal.

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

Most children develop their skills successfully. They listen attentively and communicate skilfully when sharing ideas, for example when treating a sick dolly in the surgery. Nearly all children show a sound understanding of the Welsh language and enjoy joining in with Welsh songs. A majority of children use words and phrases meaningfully in a conversation. Nearly all children vote for their favourite story

successfully. They enjoy listening to the story or become engrossed in a story independently. For example, they emulate their personal experiences of reading a story to the dolls before putting them to bed.

Nearly all children develop sound fine motor skills and hold mark-marking equipment with very good control. As a result, they experiment with making deliberate marks confidently in the mark making area and create pictures of family members.

Nearly all children develop gross motor skills of a very high standard. They use equipment very confidently and skilfully to explore physically. For example, they place soft mats on the floor to practise forward rolls, balance on one foot and jump from wooden boxes independently. Nearly all children climb a wooden slope masterfully to reach the quiet area upstairs. They demonstrate perseverance and resilience when sliding down the slope on their hands and feet highly successfully.

Most children develop sound mathematical skills and use mathematical language intelligently in their play. For example, they use the words *'llawn'* ('full') and *'gwag'* ('empty') when filling bottles of milk for the dolls. Many children use and discuss numbers purposefully and join in successfully with number songs and nursery rhymes.

Most children use information and communication technology (ICT) equipment purposefully. For example, they use digital scales confidently to make cakes in the role-play area. Nearly all children use a telephone confidently to arrange an appointment with the doctor.

During investigative play, many children develop their problem-solving skills very well. They develop a strong curiosity towards their environment and question effectively when investigating which car travels better down a cardboard tube. A majority persevere for an extended period and make valuable links in their learning by changing the height of the tube. They praise each other positively when they succeed.

Many children develop their imaginative creative skills very effectively, for example when travelling by car to go on holiday and stay in a hotel. Most children are confident when responding and performing creatively through music and dance. They investigate craft materials confidently.

Care and development: Good

There is a very close relationship between practitioners and children. They know the children well and respect them. All practitioners allow the children to select resources and play areas that are of interest to them and respond to their needs at every opportunity. All practitioners are excellent role models. They speak to the children gently and warmly and encourage them to discuss their emotions by pointing to the feeling faces on the wall. All practitioners meet the children's needs by planning areas that satisfy their interests successfully. For example, practitioners discuss colours, the names of foods and characters when discussing stories and role-playing with the children. They communicate effectively and celebrate children's successes regularly, such as praising children when they find a missing soft toy or when their pour their own drink. All practitioners provide good opportunities for children to be independent, for example by choose craft resources to create a picture on the theme of Easter.

All practitioners treat the children with warmth and kindness as they arrive in the morning by greeting them happily. They are consistent and fair in managing positive behaviour. Practitioners ensure that children understand that they need to walk when they are inside the building. They speak quietly with children about sharing information and communication technology resources.

Practitioners have a good understanding of additional learning needs. They are aware of the new framework and follow the processes confidently as outlined in the setting's policy. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners have a very good understanding of child protection procedures and are completely aware of their responsibilities. Practitioners complete effective risk assessments and follow rigorous procedures to ensure careful supervision and the children's safety. They promote healthy eating by providing nutritious food and drink. Practitioners keep thorough records of accidents and incidents, which include the signatures of practitioners and parents. Most practitioners have had up-to-date training in paediatric first aid, safeguarding and food hygiene.

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

Practitioners plan a range of interesting learning experiences that encourage the holistic development of all children. They provide long periods of uninterrupted play for children to explore their ideas and concentrate for extended periods. Practitioners have a good understanding of child development. They know them very well and respond positively to their personal interests. As a result, children build on their previous knowledge effectively. Practitioners set high expectations and develop effective opportunities to nurture children's independence. They develop appropriate ways of making useful observations about the children's development. However, there are no arrangements in place to assess children within six weeks of admitting them to the setting. They are continuing to reflect on and adapt their practice in relation to the principles of the Curriculum for Wales.

Practitioners have a very special relationship with the children. They support children skilfully and weigh up masterfully when and how to intervene to enrich learning. Practitioners question children suitably to broaden their understanding. However, they do not use open-ended questions sufficiently to develop children's thinking skills.

Practitioners provide interesting opportunities to develop children's literacy and numeracy skills through real-life experiences. For example, they buy goods in the shop and use them to make soup in the role-play area. Practitioners make the most of opportunities to model the Welsh language effectively through lively and continuous singing to accompany the setting's daily routine.

Provision to develop children's early ICT skills is good. The setting provides opportunities for children to explore by using a computer program, a telephone and digital scales while role-playing and by using small cameras. Practitioners develop children's spiritual, moral and social skills successfully. They celebrate special holidays such as the Chinese New Year and promote Welsh culture well.

Practitioners plan many stimulating opportunities to enable children to develop creatively and respect the creative process, rather than focusing on the finished

product. They plan useful opportunities to enable the children to solve problems, such as selecting suitable blocks to create buildings and prevent them from collapsing.

One of the practitioners' strengths is that they plan extremely valuable and very natural opportunities for children to develop their gross motor skills. As a result, children are very confident when facing any physical challenge, such as jumping over wooden boxes in the middle of the floor, climbing slopes in the outdoor area and doing forward rolls on soft mats.

Environment: Good

Leaders ensure a welcoming and safe environment that stimulates children's play effectively. The learning and play areas engage the children's interests and enable them to explore purposefully. Leaders provide an outdoor area that offers suitable experiences to develop physical and imaginative play skills.

Leaders and practitioners create a strong sense of belonging for the children. For example, they provide exhibitions of photographs of the children taking part in activities and arts and crafts. There is a wide selection of appropriate resources within the children's reach, which stimulates them and engages their personal interests. They place Welsh labels on the wall and on play resources to enable children to select for themselves.

The environment promotes social development effectively. Children are able to gather for mealtimes on age-appropriate furniture. Leaders ensure that the children's privacy is respected successfully while using the toilet and nappy changing facilities. Leaders organise a suitable outdoor area that provides opportunities for children to develop physically. There are opportunities for them to be creative by playing with sand and a mud kitchen with suitable resources and equipment. However, there are very few resources and opportunities for free, seamless play from the indoor area to the outdoor area to develop children's curiosity and expand their learning experiences. There are exceptionally good opportunities for children to have quiet time. Appropriate opportunities are provided to develop their understanding of other cultures, for example stories and play resources which include puppets and dolls. There is an exceptionally good supply of resources available to children to develop them to become independent learners. Leaders and practitioners provide opportunities to make marks, a wide range of climbing and balancing equipment, small world play, role-play and a good selection of natural, 'authentic' resources that ignite the children's curiosity.

Leadership and management: Good

Leaders have a clear vision to provide an inclusive setting where everyone feels that they are valued greatly. Leaders manage the setting well and create a strong family environment. They praise practitioners effectively and show their appreciation through the use of personal comments on a good practice display. As a result, practitioners contribute effectively to improving the learning environment and experiences that engage the children's interest.

Leaders have robust self-evaluation procedures. The development plan is used effectively to respond to priorities and they evaluate progress regularly. For example,

the setting has created a special and quiet area for practitioners. As a result, their well-being is good and this has a very positive effect on the children's well-being and skills. Leaders include the contributions of all practitioners in the planning process to improve children's skills by providing engaging experiences within a Welsh environment.

Leaders have high expectations of themselves and practitioners and work together very effectively to ensure improvements across the setting. As a result, the setting complies with regulations and meets the national minimum standards. Leaders follow a robust recruitment process and ensure that all necessary checks have been completed on all practitioners. They ensure that practitioners have relevant qualifications and support practitioners to fulfil their roles skilfully. Leaders follow effective arrangements to supervise and monitor practitioners regularly. They ensure relevant training as and when necessary. For example, language immersion training was arranged to support the Welsh language skills of the whole team. This has a positive effect on the children's Welsh language skills. The setting manages funding and the use of grants effectively to begin to develop the outdoor area.

The setting has a valuable relationship with various partners, which has a positive effect on provision and children's standards. They consider everyone's views and hold meaningful discussions with parents, the local authority and support organisations. They work particularly well with parents to identify their children's individual needs and preferences. Nearly all parents are very happy with the provision and care that their children receive at the setting.

The setting has a very close relationship with the local school. Children visit the school with the person in charge before they begin there and the class teacher visits the setting on a monthly basis. This is a strength and ensures that the children's well-being is a priority for everyone. As a result, children are very confident when they transfer to the school for the next step 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)

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

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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. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status

N/A	No non-compliance of this type was identified at this inspection	N/A

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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