Arolygiaeth Gofal Cymru
Care Inspectorate Wales

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

A report on

Cylch Meithrin Brynglas

Ysgol Gymraeg Bro Teyrnon
Brynglas Drive
Newport
Gwent
NP20 5QS

Date of inspection: November 2023

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Brynglas

Name of setting	Cylch Meithrin Brynglas
Category of care provided	Sessional Day Care
Registered person(s)	Cylch Meithrin Brynglas
Responsible individual (if applicable)	Jacob Gayle
Person in charge	Lisa Aylett
Number of places	19
Age range of children	2 – 4 years
Number of 3 and 4 year old children	14
Number of children funded for early education	0
Opening days / times	Monday to Friday from 8.30am to 3.00pm
Flying Start service	Yes
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service which provides the Welsh Language 'Active Offer'. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of children who use or may use the service.
Date of previous CIW inspection	30 April 2021
Date of previous Estyn inspection	This was the first inspection
Date(s) of this/these inspection visit(s)	22/11/2023
Cylch Meithrin Brynglas offers two sessions per day with 2 year olds attending the 8.30 – 11.00am morning session and 3 year olds attending the 11.30am – 3.00pm afternoon session. The inspection visits were conducted over both afternoons.	

Summary

Theme	Rating
Well-being	**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 Improve snack time procedures to encourage children to socialise more effectively

R2 Make more effective use of observations and assessments to target the next steps in children's learning

R3 Improve opportunities for children to learn about their local area

What happens next

The setting will produce an action plan showing how it will implement the recommendations.

Main findings

Well-being: Good

Most children make choices and decisions regularly. They enjoy the freedom to move confidently around the indoor and outdoor learning areas. Most children arrive happily and enjoy fetching images of how they want to greet practitioners and their friends. For example, they love greeting others with a high five, a wave or a hug. They help themselves confidently to resources within the play areas. For example, they paint at a large easel, play in the sand pit or relax with a book. During snack time, children choose their own fruit. Most children know that their wishes and feelings are considered fully. For example, they enjoy choosing their books as part of the setting's library scheme and show pride when placing them carefully on their pegs so that they can take them home to read.

Most children settle quickly and feel at home at the setting. They cope well when separated from their parents and carers and feel safe. They enjoy developing their understanding of their identity. For example, when looking at a display of family photographs on the Family Tree, children identify and name members of their family excitedly. Most cope well and are confident to ask for help.

Most children interact well and develop their social skills by talking and sharing while playing. They respect the feelings and interests of others and learn to take turns. For

example, they are very polite when waiting their turn to use the water fountain. They are willing to support each other, for example, by working together to construct a path of wooden blocks with milk crates. Most children develop close and warm relationships with practitioners and interact well with visitors. Most children feel comfortable and confident asking practitioners for help or an explanation for something. For example, what are sprouts and asking for help to put on their aprons.

Most children are enthusiastic in their play. For example, they sing Christmas songs with gusto. They persevere purposefully when learning and concentrate for appropriate periods. For example, they concentrate carefully and experiment for periods while using binoculars to look for birds. Most children feel confident to experiment in their environment, for example, when discovering worms under logs in the garden.

Most children develop good independence skills, for example, when washing and drying their hands and eating their lunch and snack. They take pride in their achievements when completing daily tasks such as helping to tidy up and brushing their teeth.

Learning (only applies to three and 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 was an insufficient number of three and four year olds present at the time of the inspection, not receiving funded education elsewhere, about whom we could report without identifying individual children.

Care and development: Good

Practitioners understand their responsibilities to keep children safe and prioritise their health and safety successfully. As a result, they implement sound policies and procedures effectively. Practitioners have a thorough understanding of safeguarding processes and ensure that the setting's arrangements for safeguarding children meet the requirements and are not a cause for concern. Practitioners have up to date first aid certificates and they record accidents and incidents correctly. Practitioners understand their responsibilities for administering medicine and they keep records and follow sound procedures to ensure children's safety. Practitioners have up to date food hygiene certificates and the procedures are effective. For example, they disinfect surfaces and wear gloves and aprons to prepare healthy foods such as carrots, apples, bananas and strawberries. They ensure that water is available for children at all times and they offer milk at snack time, taking full account of children's individual requirements and allergies. Practitioners have a sound understanding of children's individual needs. They ensure full privacy and dignity when following the nappy changing policy and keep accurate records. Practitioners have a thorough and well-organised registration system and ensure that records of consent are in place.

Practitioners have an affectionate relationship with the children and treat them with care and respect. They are kind and model natural and warm interactions. Practitioners encourage children to consider their behaviour by learning how to

share, wait and take their turn and they manage to get children to understand the positive impact on others. Practitioners observe, listen and explain in a caring way. For example, they explain regularly what will happen next, such as tidying up, or brushing teeth and as a result, they create a supportive ethos. Practitioners sit and eat their lunch at the table with the children. They praise the children regularly, which has a positive impact on developing their skills, their understanding of routines and their self-confidence. For example, by watching the practitioners, the children manage to open packets within their lunch boxes independently. However, during snack time, there are no effective opportunities for children to socialise.

Practitioners know the children very well, and have a clear understanding of their individual needs and wishes. They cater well for children with additional learning needs through effective networks and purposeful procedures. They observe children sensitively and effectively and know when to ask questions, offer explanations and ideas in order to encourage children to think and solve problems. Practitioners ensure a very wide range of experiences which encourage children to learn by doing. For example, they provide opportunities for children to plant Daffodil bulbs to understand the process of growing flowers for the spring.

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

The practitioners' effective teaching methods motivate the children successfully. Children concentrate well when undertaking valuable learning and play experiences. Practitioners' positive encouragement has a good effect on children's knowledge and understanding. They challenge the children to work independently while developing all their skills. For example, they encourage the children to plan and create Christmas decorations using glitter and glue and to work together while pouring water from one trough to another to fill the bucket.

Practitioners intervene intelligently during children's play. They ask questions skilfully and take advantage of opportunities to expand children's vocabulary and syntax purposefully. As a result, most children develop as effective learners. For example, the practitioners encourage the children to thread reels onto a piece of string and to solve problems independently such as moving objects from one place to another in a wheelbarrow.

Practitioners ensure that children develop their physical skills successfully. They encourage children to ride bikes on the yard and to climb, crawl and balance on adventure equipment. They provide effective creative activities such as mixing colours while painting at the easel. In addition, practitioners expand children's skills well while cooking vegetables and herbs in the mud kitchen. This supports children's social and communication skills successfully, while also teaching them how to discuss, use and care for living things.

Practitioners jointly plan a valuable and exciting curriculum which follows the children's suggestions and interests well. They use observations appropriately to record children's progress and to modify the provision in order to respond better to

their needs. However, practitioners do not always use this information effectively enough to plan the next steps in the children's development.

Practitioners plan interesting opportunities to develop children's literacy and numeracy skills. They expand their understanding during play sessions by challenging individuals to explain their actions calmly and coherently. This is done by discussing how to plan and construct adventure trails and discussing how to sort and count farm, ocean and jungle animals. In addition, practitioners provide useful opportunities to improve children's early digital skills. They encourage them to use cameras, conduct imaginative discussions on mobile phones and direct electronic cars.

Practitioners develop children's spiritual, moral and social skills effectively. They promote Welsh culture well by celebrating Saint David's Day and the history of Saint Dwynwen. Practitioners plan opportunities to celebrate diversity effectively. For example, the children discuss how people cope with disabilities.

Practitioners provide valuable information for parents and carers about their children's achievements. This is done via social media and oral discussions and parents are given a booklet charting their children's progress at the end of their time at the setting.

Environment: Good

Leaders ensure that the environment is very clean and safe. They close the gate and visitors cannot access the setting at any time unless they are admitted by practitioners. Visitors sign in promptly and practitioners keep all records relating to the service securely on site. The building's maintenance records are up to date and leaders ensure that fire drills are conducted regularly. Leaders ensure that the setting and the equipment to protect the environment are serviced regularly. For example, the fire equipment and the first aid boxes. Leaders conduct effective and purposeful risk assessments and these are reviewed skilfully. Leaders maintain a register of children and practitioners which records arrival and departure times.

Leaders ensure a high-quality environment which is warm and welcoming. The environment is self-contained and provides security, privacy and space for the number of children who attend daily. Leaders provide suitable toilets and purposeful nappy changing facilities. They ensure that the kitchen and all the equipment are clean which, in turn, ensures that they prepare snacks correctly. Leaders make effective use of the corridors where coats and wellingtons are stored on low units which promote children's independence. They ensure that the environment provides constant access for children to play outside. They have created a stimulating and exciting environment in the outdoor area which provides challenges and purposeful opportunities for children to take risks and develop their curiosity. For example, the garden provides valuable opportunities for children to enjoy learning about planting vegetables and flowers and to play with real resources and ingredients. Leaders plan open learning areas which invite children to experiment. For example, a role-play area, a nature area, a creative area and a relaxation area which includes a range of books and cushions. They also ensure a good balance between promoting children's

safety and supporting them to take risks. For example, children are challenged to climb, balance, build, fill, carry and empty under supervision.

Leaders provide a variety of purposeful resources for children for their age and development and these are stored at a low level. As a result, children have easy access to high-quality equipment, enabling them to choose independently and follow their interests. The outdoor area enables children to develop their physical skills effectively. For example, experimenting on bikes, scooters and cars. Practitioners encourage children's personal and social development well by offering them opportunities to experience multicultural resources. For example, dolls, books and magazines from countries around the world, places across Wales and beyond. Practitioners provide displays on celebrations and events such as Diwali and Remembrance Day which help to further the children's understanding.

Leadership and management: Good

Managers and leaders work effectively with practitioners to provide interesting experiences for the children. The firm vision of the managers and leaders ensures a rich and attractive provision which focuses effectively on developing children's skills and well-being. This is done by offering a range of engaging activities, such as using planting areas purposefully and providing valuable opportunities for children to experiment and investigate in the mud kitchen.

Managers and leaders implement effective processes to maintain and improve the provision. These focus on planning relevant experiences which follow children's interests intelligently. The managers, leaders and practitioners provide careful and kind pastoral support. They encourage the children to try their best and persevere when playing and learning and their constant support sustains the children successfully.

Managers and leaders appraise the setting's work regularly and effectively. They work together to verify decisions well and to build on the setting's strengths and target areas for improvement. The self-evaluation and improvement planning procedures are thorough and improve the provision successfully. For example, they make purposeful plans to develop their practice when observing children and to improve contact with parents. The managers, leaders and practitioners are a united team and they work together diligently to achieve their improvement targets.

Managers and leaders follow safe, robust and timely recruitment processes. They ensure that full consideration is given to the views of everyone involved in the life of the setting. For example, they conduct effective discussions with all stakeholders, such as parents and guardians and the local authority, to improve the provision and children's experiences. In addition, they act sensibly on suggestions made by parents and carers, for example, when using social media to share information about events and children's activities.

Managers and leaders allocate resources effectively ensuring that plenty of qualified practitioners are available to support the children. They arrange useful training to meet the needs of practitioners, including purposeful supervision and evaluation. In

addition, the use made of the budget and grant funding prioritises expenditure against the setting's targets well.

The positive relationship and co-operation with the school, which shares the premises, prepares children well for the next step in their education. The setting is starting to develop valuable partnerships with the local community, for example, inviting a story-teller to entertain children and their parents. However, these connections are not yet firmly embedded, which tends to impede opportunities for children to learn about their local area.

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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