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 Cybi

Ffordd Garreglwyd
Caergybi
Isle of Anglesey
LL65 1NS

Date of inspection: February 2024

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Cybi

Name of setting	Cylch Meithrin Cybi
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Lynne Roberts Janet Ellis
Person in charge	Janet Ellis Alison Jones
Number of places	50
Age range of children	2 – 4 years old
Number of 3 and 4 year old children	32
Number of children who receive funding for early education	14
Opening days / times	Monday – Friday 9.00 – 15:00
Flying start service	Yes
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	Yes
Date of previous CIW inspection	13 January 2020
Date of previous Estyn inspection	First inspection
Dates of this inspection visit(s)	26/03/2024
Almost all children come from homes where English is the main spoken language.	

Summary

Theme	Judgement
Well-being	**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 practitioners' use of open-ended questions to further develop children's thinking skills

R2 Strengthen opportunities to develop children's numeracy skills

What happens next

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

Main findings

Well-being: Excellent

Children are very happy, enthusiastic, and confident on arrival at the setting. Nearly all children express their feelings clearly using a variety of verbal and non-verbal communication methods they are very familiar with. For example, children express their feelings using the mirrors and pictures on the feelings wall. Children constantly make choices, choosing where to play and learn. They move confidently from one activity to the next and between the indoor and outdoor areas. Children's interests and views are listened to and are incorporated into the planned activities. For example, children share their favourite toy during circle time and express why it's important to them.

Nearly all children cope well when separated from their parents and carers. They thrive from the opportunities provided and develop a strong sense of belonging. For example, children are keen to look at their family photo on the tree display and enjoy sharing their news during a group session. Children know they are valued as they, and practitioners, recognise good qualities in each other. For example, when children are being kind this is celebrated by appointing them to be a helper for the day. Children take pride in seeing their individual and unique artwork displayed.

Children interact excellently with practitioners and are confident to speak to visitors. They form exceptionally positive attachments with their key workers, which has a particularly good effect on their well-being and motivation. Almost all children develop good social skills. In the morning, they welcome their friends enthusiastically, greet

each other and immediately go to play together happily. Children are polite and well-behaved, showing respect for practitioners and their peers. For example, at the table during mealtimes, children wait their turn, chatting happily with each other.

Children thoroughly enjoy their extensive opportunities to play and learn and motivate themselves in their chosen activities. They have great fun using walkie-talkies, speaking, laughing, and smiling as they hide around the corner from their friend. They talk and chat naturally in their role-play activities while baking a cake. They work together enthusiastically to build a tower with big blocks and have great fun watching it topple to the floor.

Nearly all children develop very effective independent skills. For example, they use the toilet and wash their hands independently throughout the day and take responsibility for their own personal hygiene. They manage their own risks and know their limitations. For example, children choose the most suitable bike from the various ones available. They naturally try to do things independently before practitioners intervene, such as doing up their own coat zips, and collecting their belongings.

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

Nearly all children play together purposefully, and most make at least good progress in their learning from their starting points. As a result, most develop their literacy, creative and physical development skills well.

Nearly all children make themselves understood and develop their speaking and listening skills successfully. They share ideas, work collaboratively, and communicate well with each other, with appropriate instructions and encouragement from practitioners. They follow the routines of the setting well. Most children recognise their own names, and a majority show an interest in books and are beginning to handle them as a reader, for example, when reading recipe cards in the home corner. Most children experiment with and enjoy early writing experiences. They make choices in the materials and resources they use, and a few children are beginning to give meaning to their marks. For example, children write shopping lists and take food orders during a home role-play activity.

Nearly all children enjoy singing and joining in Welsh songs and rhymes and most are beginning to clap and tap in rhythm to the music. Most are beginning to recognise colours, the weather, and the days of the week in Welsh. They understand and respond appropriately to simple language such as instructions and greetings when they enter the setting. Nearly all children enjoy expressing themselves creatively through art across the areas of provision. For example, children enjoy dressing up in a variety of clothes and costumes, acting characters during role play and experimenting with dough, pulling, twisting, and shaping it into various forms.

A few children count to 10 and use simple mathematical vocabulary in their play. They are beginning to use comparative mathematical language to describe the sizes of the castle turrets they build out of blocks, and when counting various food items and demonstrate perseverance and enjoyment in successfully completing the tasks.

Nearly all children join in and enjoy singing number actions and rhymes. Around half are beginning to recognise a few simple two-dimensional shapes. A few children are beginning to recognise numerals for example, when using the number line to count or when naming the numbers as they complete the number jigsaw.

Most children's physical skills are developing well. They maintain their balance when walking on beams, traversing obstacles, and riding bikes. They jump, hop, and skip with enthusiasm and enjoy throwing and bouncing balls. Most children develop their problem-solving skills well through a range of interesting activities inside and outside, such as working out how to build towers, or using a paper windmill to find out which is the windiest part of the yard.

Care and development: Good

Practitioners keep children safe and healthy. They understand their roles and responsibilities adhering to the settings' thorough daily practices. They strive to ensure good hygiene procedures. For example, practitioners wash their hands regularly and clean the tables before children eat. Practitioners promote good practices in terms of ensuring that children stay healthy by offering a healthy snack and promoting healthy eating. They are confident about how to act should they have any concerns about a child's safety and are aware of their individual duties to safeguard children. Practitioners keep detailed accident and incident records which are signed by parents to ensure that the information is shared. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners ensure that first aid resources are available at the setting and for visits. There is a sufficient number of practitioners who have an appropriate first aid certificate, which enables them to deal with accidents and minor injuries competently.

Practitioners develop a warm relationship with the children and treat them with care and respect. All practitioners use positive language with the children which promotes good behaviour and supports children effectively. They facilitate the children's social development alongside their personal skills. For example, during snack time, children are given the opportunity to butter their Welsh cake and help clear the table. Practitioners model this effectively encouraging children to learn by observing each other's skills. They support by offering praise when children complete tasks successfully. This has a positive effect on the development of children's self-confidence and their understanding of the importance of respecting each other.

Practitioners know the children exceptionally well and value their contributions and individual preferences. For example, practitioners respond to children's requests for different paint during a craft activity. Many practitioners use Welsh regularly to immerse and reinforce language patterns with the children and introduce new vocabulary successfully. Practitioners promote children's understanding of the importance of treating people from all backgrounds with respect and tolerance. They are sensitive to children who choose not to undertake particular tasks by letting them choose their own path. Practitioners support children with additional needs well and they work with outside agencies to ensure the best outcomes for children.

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

Practitioners provide an effective range of learning experiences that engage nearly all children successfully. They have a good understanding of child development, know their children well and are beginning to respond positively to their personal interests. Practitioners are beginning to look at the requirements of the Curriculum for Wales and make appropriate changes. They model activities effectively and support children's free and experimental play intelligently, weighing up when and how to intervene in order to enrich learning. For example, when challenging the children to create daffodils with dough, practitioners allow the children to be creative and change the activity to making ice cream. During the activity they observe them choosing the appropriate tools to cut, shape and handle the dough.

Provision to develop children's literacy skills is effective. They focus well on improving the children's Welsh language skills by singing songs and use simple words and phrases throughout the session and encourage children to respond. They model appropriate vocabulary and question children suitably to broaden their understanding. However, they tend to ask closed questions which restricts children's abilities to think more extensively. Practitioners provide imaginative opportunities for children to take part in mark making activities. For example, practitioners provide opportunities for children to create patterns on paper and experiment writing in sand and on dough with a variety of tools. The book corner is welcoming and stocked with suitable resources that encourage children to engage in stories from their own culture and that of others. This results in the majority of children showing interest in books and stories.

Practitioners plan appropriate opportunities to develop the children's numeracy skills through counting, matching and arranging objects by size. They develop children's problem-solving skills successfully through stimulating and planned activities. For example, practitioners provide a range of ingredients and cooking utensils when challenging children to cook 'cawl'. However, they miss opportunities to consolidate and further develop children's numeracy skills through these activities. Practitioners plan a range of role-play experiences that encourage children to use their imagination and allows them to take on various roles within their play, for example when playing in the home corner.

Practitioners provide a range of learning experiences that promote children's moral, spiritual and cultural development well. They foster their sense of awe and wonder successfully and provide a wide range of effective opportunities for them to learn about and care for living things. For example, in response to visiting a pumpkin farm with the children, practitioners established their own vegetable patch and now support the children in growing and looking after various vegetables ready to harvest in the spring.

Practitioners use assessments and observations regularly to identify children's learning, set targets and show children's progress over time successfully. They keep parents well informed of progress and development through regular updates.

Environment: Good

Practitioners ensure the environment is safe and clean and as a result promote the safety and welfare of children. They have arrangements for receiving visitors and follow effective safety procedures when children enter and leave the premises. Detailed risk assessments are in place for the building and for specific activities. These inform the daily checklist which practitioners implement to minimize risks to children. Leaders organise and undertake regular fire drills in conjunction with the school and these are recorded and evaluated. Practitioners undertake additional fire drills specifically for the setting. As a result, they provide nearly all children with an opportunity to familiarise themselves with the arrangements to be followed in an emergency. Leaders ensure insurance certificates are valid. During the inspection, the responsible individual obtained and reviewed other documents in relation to safety checks of the building, such as fire and electrical checks.

Practitioners ensure that children receive care and education in an environment that is planned and sets out to promote their independence and encourage them to learn. Furniture, equipment, toys, and resources are appropriate, of a high standard and well maintained. The play areas ignite children's imagination and enable them to take risks, such as building in the construction area and moving the tyres. These areas provide valuable opportunities for children to develop their skills successfully. Practitioners ensure there are good facilities available for children to use toilet and handwashing basins independently, and these provide for their respect and privacy. They organise the indoor and outdoor areas appropriately to provide a wide range of stimulating experiences that encourage children to move from one activity to another effectively. Practitioners ensure the environment is welcoming, and attractive displays create a strong sense of belonging. For example, children's birthdays are displayed to celebrate important dates in children's lives and photos from the class teddy's home visits are displayed.

Practitioners keep resources at a low level to enable children to choose independently and pursue their individual interests. For example, children fetch farm animals to bring to the construction area to make a farm. As a result, children are very familiar with fetching and returning equipment and resources to support them in following their own interests. Practitioners provide stimulating resources for all ages and stages of development. This promotes children's skills through sensory, imaginative, creative, and physical play. For example, children take risks and develop their skills during role-play in the home corner using 'real objects' such as cups and saucers. Practitioners encourage children's personal and social development through access to multicultural toys and books.

Leadership and management: Good

Leaders have a clear vision for the setting based on developing a high sense of wellbeing for all children, and as a result children experience a warm, caring, and engaging environment. There is a strong commitment to teamwork and all practitioners feel valued in their roles.

The setting's statement of purpose is appropriate, and leaders ensure that a suitable range of relevant policies and procedures are in place. Leaders have regard for the regulations and national minimum standards when reviewing policies and procedures.

Leaders make purposeful use of advice from support partners such as the local authority advisory teacher to identify the setting's strengths and areas for development accurately. Improvement plans are effective and have a positive impact on the environment and the routines of the setting. For example, leaders have identified the importance of increased opportunities for outdoor experiences and developing the children's use of Welsh. Quality review processes take account of the views of practitioners with positive effect.

Leaders follow robust and timely recruitment procedures and ensure all practitioners' roles are clearly defined. They implement appropriate processes for supervising the work of the practitioners and have recognised the need to monitor practitioners more often to fully support them in fulfilling their roles.

Leaders prioritise budget expenditure and grants against targets and allocate resources purposefully. This ensures that all practitioners are well qualified and benefit from training such as speech and language training to meet the children's needs.

Leaders have developed a range of effective partnerships that improve the quality of provision and outcomes for children successfully. The setting makes beneficial use of its links with the community and external agencies. For example, leaders recently organised a visit to the local cenotaph which raised children's awareness of 'remembrance' and strengthens children's sense of belonging within the community.

The setting has close relationships with parents and carers. Practitioners communicate regularly via doorstep conversations and a closed application where photographs are uploaded of the activities children participate in This has a positive impact on relationships as it helps parents to start discussions with their child about their time at the setting. The setting has forged strong partnerships with local primary schools which support successful transition arrangements.

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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