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 Llansannan

Ysgol Bro Aled
Llansannan
Conwy
LL16 5HN

Date of inspection: June 2024

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Llansannan

Name of setting	Cylch Meithrin Llansannan
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Gwenno Glyn and Kate Wright
Person in charge	Eirian Roberts
Number of places	19
Age range of children	2 to 4 years old
Number of 3 and 4-year-old children	6
Number of children who receive funding for early education	2
Opening days / times	The setting is open during term-time only from 9am to 3pm on Monday, Tuesday and Thursday and from 12:30m to 3pm on Wednesday and Friday.
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service provides the 'Active Offer' for the Welsh language. It provides a service that anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use the service.
Date of previous CIW inspection	12th February 2020
Date of previous Estyn inspection	June 2015
Dates of this inspection visit(s)	24/06/2024
Around half of the children come from Welsh-speaking homes.	

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 Use observations and assessments more effectively to plan the next steps in individual children's learning

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 and content. They cope well when leaving their parents and are keen to play with their friends. Most children have the confidence to make decisions and choose how they spend their time at the setting. They move around the indoor and outdoor areas independently and choose from the wide range of activities with ease. This enables the children to pursue their interests and participate in structured activities in their own time successfully. Most children enjoy talking to practitioners and are happy to share their interests with them eloquently. For example, they show and discuss the content of books intelligently and talk about the things they enjoy doing during good weather.

Most children express themselves effectively and know that practitioners will respect their views. For example, they ask confidently for specific activities and give sensible explanations for their favourite fruit. Nearly all children are familiar with the daily routine and have a positive relationship with practitioners, which gives them a feeling of security. They respond well to praise, which creates an ethos and desire to share their successes clearly. For example, they show each other their artwork meaningfully and explain clearly how they create patterns with paint, chestnuts and feathers. They smile contentedly as practitioners listen to them attentively and ask them more questions about their efforts.

Most children begin to make friends with each other under practitioners' meaningful influence. They interact well with their peers and enjoy planning and completing tasks together. For example, they work together successfully outside when creating a train

using seats and a steering wheel and create an adventure trail with blocks, a beam and wooden planks. Most children are happy to share resources with their peers and learn important social skills, such as taking turns. For example, they are calm and support each other while waiting to walk along the beam. They watch their friends carefully and applaud them for managing to balance successfully.

Nearly all children enjoy playing and learning. They concentrate and persevere well when tackling tasks and enjoy experimenting with different tools and materials. For example, they forage in the soil and wood for insects and place dinosaurs in size order in the sand area. Nearly all children are curious about the world around them and enjoy playing and using their imagination. For example, children take care of animals while role-playing in the veterinary surgery and talk enthusiastically about their treatments.

Most children choose activities independently and pursue their interests purposefully. They develop good independent skills, for example when placing their names in the self-registration box and when pouring their drinks during snack time. Most children persevere well when trying to complete tasks for themselves, such as carrying water bottles from one place to another and pouring the water down the troughs into another box while playing outside.

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 children 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 record any accidents in detail and ensure that parents sign the records in a timely manner. Fire drills are completed regularly and recorded thoroughly.

Good use is made of purposeful procedures to prevent the spread of infection. For example, practitioners encourage children to wash their hands regularly, clean the tables before mealtimes and follow effective procedures when changing nappies. Practitioners promote healthy eating and physical exercise successfully. They encourage children to eat a variety of fruits, such as mango and grapes and ensure that there are regular and beneficial opportunities for them to develop their physical skills and spend time outside in the fresh air.

All practitioners have formed positive relationships with the children and speak to them gently and kindly and treat them with care and respect. 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 difficulty sharing or taking turns and explain clearly when their behaviour is not acceptable. All practitioners model social skills effectively when playing alongside the children and praise them regularly.

The setting has effective arrangements to identify and support children's individual needs, including children with additional learning needs. Practitioners gather plenty of information about the children's likes, needs and any other relevant information before they start attending the setting. This enables them to plan effectively for the needs of individuals, when necessary. There are robust procedures in place to ensure that practitioners are able to work successfully with external agencies if any additional support needs to be arranged. Information is shared regularly through a closed social media page and through private messages. 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' enthusiastic teaching methods motivate children to work together and learn successfully and have a purposeful effect on their learning and skills. Practitioners provide meaningful learning and play experiences which enable children to take risks and develop their knowledge and understanding well. For example, they challenge children to organise cakes by numbers and colours and cook with herbs while role-playing in the mud kitchen.

Practitioners intervene wisely during activities and encourage children sensibly to experiment while playing. As a result, children experiment independently when comparing the features of different insects with magnifying glasses and when constructing cars with crates and wheels. They hold engaging discussions with pupils while they play. As a result, most children develop their social skills effectively. For example, practitioners encourage children to number flowers in 'Siop Flodau'r Llan' and use chalk together to make marks on blackboards and on the playground.

Practitioners implement a broad and balanced curriculum. They respond beneficially to children's interests, for example by establishing an area for dinosaurs. They adapt their planning sensibly to ensure that children learn through a variety of practical challenges, such as experimenting with paint and choosing colours independently before they paint a picture of chickens.

Practitioners plan interesting opportunities to develop children's literacy skills and question them well while they play. This is done, for example, by giving children opportunities to discuss stories about the life of a caterpillar and as they make marks on light tablets in the early writing areas. Practitioners develop effective numeracy and digital skills among the children. They challenge them to weigh animals on

scales in the role-play veterinary surgery and use programmable toys to move from one shape to another on a square track.

Practitioners use their observations on children's achievements in a satisfactory manner and this is beginning to lead to planning the next steps in individual children's learning appropriately. However, practitioners do not use this information effectively enough to target the next steps in the development of children's skills. Practitioners provide parents and carers with useful information about their children's achievements verbally, in progress booklets and on secure social media.

Practitioners develop children's physical skills successfully. They encourage them to kick balls to each other and ride bicycles around the outdoor area. They also provide beneficial creative activities, such as supporting children to draw jungle animals in the playhouse.

Practitioners develop children's spiritual, moral and social skills effectively. They promote Welsh culture well, such as studying the history of St Dwynwen and celebrating St David's Day. They also study diversity intelligently. They provide interesting opportunities for children to learn about Chinese New Year and Diwali and discuss books relating to the diversity of the different peoples of the world.

Environment: Good

Leaders prioritise children's safety by providing procedures that ensure that any potential risks are monitored and managed effectively. Thorough risk assessments outline the 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 the children. When any dangers are found, practitioners deal with them quickly and effectively. For example, they tidy the floors often to reduce the risk of slipping.

The play areas are pleasant, comfortable and cosy and there is plenty of space for children to move around freely. Leaders ensure that children have a sense of belonging by displaying examples of their work and photographs on the walls. The playroom is organised effectively to promote children's development and offer rich play experiences. There is a variety of materials and natural resources available that promote children's understanding of real life. For example, there is a tea set and teapot in the water play area and a computer, telephone, food packets and bottles in the role-play area.

The outdoor play area provides a variety of exciting activities and opportunities for children to play and develop their awareness of the world around them. For example, a mud kitchen with a variety of herbs is fully operational on a daily basis and children play enthusiastically while using tractors, pebbles and soil in the small world area. Leaders also ensure that there are plenty of opportunities for children to develop their physical skills and take acceptable risks. For example, leaders provide crates and wooden blocks to encourage children to ride the balance bikes confidently.

Leaders ensure that a wide range of interesting and exciting resources and equipment are available in the playroom. These are of good quality and are stored at a low level to enable 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. A selection of resources is available to promote children's awareness of diversity and different cultures, including a good variety of books, dolls and jigsaws. This helps children to develop as tolerant citizens and to understand that there are differences in the world around them.

Leadership and management: Good

Leaders have a clear vision and work together purposefully to promote care and support children's learning. They focus effectively on developing provision and promoting the skills and well-being of the children in their care. As a result, their regular routines and positive attitudes create a stimulating environment and provide engaging experiences for the children, both indoors and outdoors.

Leaders provide the children with tender and pastoral care, which creates a close sense of belonging. This caring atmosphere motivates children to do their best and persevere when playing and learning. Leaders also hold regular discussions with parents and carers about their children's development. They use secure social media meaningfully to provide them with relevant information about their children's achievements.

Leaders work together conscientiously as a team and attend useful training to improve their teaching and care systems. As a result, practitioners and leaders are keen to improve their practices and eager to succeed. Leaders ensure that the setting's statutory documents, policies and practices are renewed annually. They ensure that the processes for supervising, evaluating and appraising the work and development of all practitioners are thorough.

Leaders focus well on introducing regular improvements to develop the setting's practices further. They conduct rigorous self-evaluation procedures, which lead to useful targets for improvement. As a result, they know the setting's strengths and areas that are in need of attention well. For example, recently, leaders have focused beneficially on planning activities and guidelines to refine and enrich the setting's curriculum.

Leaders ensure that full consideration is given to the views of everyone involved with the setting. They hold beneficial discussions with all stakeholders to improve provision and children's experiences, such as the suggestions of support agency officers. As a result, they succeed in providing different experiences for children to develop their skills further in the investigation areas, such as growing vegetables and sunflowers and creating bug hotels.

Leaders have a successful relationship with the school. This prepares children purposefully for the next step in their education and they share the site sensibly.

Leaders and practitioners develop children's awareness of their environment well and use the surrounding area purposefully. For example, practitioners and children visit the park and the village shop and invite officers from the emergency services to the setting to enrich children's learning.

Leaders follow safe recruitment processes and allocate resources well. They use the budget carefully and prioritise spending against the setting's targets wisely. They also fund various resources intelligently, such as digital hardware and toys, a canopy in the quiet area and new equipment in the outdoor areas.

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).

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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.

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.

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