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 Clocaenog

Ysgol Carreg Emlyn
Clocaenog
Denbighshire
LL15 2AY

Date of inspection: May 2024

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Clocaenog

Name of setting	Cylch Meithrin Clocaenog
Category of care provided	Sessional day care
Registered person(s)	Cylch Meithrin Clocaenog
Responsible individual (if applicable)	Gwawr Davies
Person in charge	Manon Ifans
Number of places	19
Age range of children	2-4
Number of 3 and 4-year-old children	7
Number of children who receive funding for early education	1
Opening days / times	Monday and Wednesday 9.00 – 11.00 (morning session) Monday to Friday 11.30 – 3.00 (afternoon session)
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 and makes every effort to promote the use of the Welsh language and Welsh culture.
Date of previous CIW inspection	22/06/2021
Date of previous Estyn inspection	This is the setting’s first inspection
Dates of this inspection visit(s)	21/05/2024

Summary

Theme	Judgement
Wellbeing	**Good**
Learning **(only applies to three- and four-year-old children who do not receive education in a maintained setting)**	**N/A**
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 Ensure that practitioners provide extensive experiences for children to value and respect equality and other cultures

R2 Ensure that managers formalise the supervision process with all practitioners

R3 Ensure that risk assessments are reviewed in a more probing manner

What happens next

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

Main findings

Well-being: Good

Children have a strong voice and make choices and decisions regularly. They enjoy the freedom to move around the indoor and outdoor learning areas confidently. Children help themselves to resources in the play areas effectively, for example by painting at a large easel, playing in the sand and water tray or baking cakes in the mud kitchen. Most know that their wishes and feelings are given full consideration. For example, the youngest children choose whether they want to sit with the others during the carpet session or want to play quietly and join in when ready.

Most children settle quickly and are happy and feel at home at the setting. The youngest children cope well when leaving their parents and carers and feel safe in the care of practitioners. Nearly all children enjoy being in the company of the practitioners and their friends. They show satisfaction as they develop an understanding of their place and importance within their group of friends. Most children work well together and have the confidence to ask each other and practitioners for support, for example when a child asks a friend for help to transfer water from the tray to the investigation activity.

Nearly all children interact well and develop their social skills when talking and sharing as they play. They respect the feelings and interests of others and learn to take turns, for example as a child offers each of their friends an apron so they can play with dough. Most children develop close and warm relationships with practitioners and interact well with visitors. For example, a group of children are keen

to show visitors the playhouse at the bottom of the outdoor area, while others are proud to show their mud cakes. Most children are comfortable and confident to ask practitioners questions.

Most children are enthusiastic while they play. They enjoy concentrating for suitable periods when filling cups of sand and transferring them to different-sized cups, while others persevere when tying tape around bollards at the bottom of the outdoor area. Most have the confidence to experiment and discover for themselves in their environment. For example, children enjoy moving resources from one area to another and experimenting to see what happens when they mix sand, water and soil.

Most children develop good independent skills when using the toilet, washing and drying their hands, putting on aprons and hanging up their coats and bags when they arrive at the service. They take pride in what they achieve, for example when they succeed in cutting a banana for a snack and when they help to make the dough.

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 health and safety successfully. They understand their roles and responsibilities well and implement the setting's policies and procedures effectively. Practitioners have up-to-date first aid certificates and keep well-organised records of accidents and incidents. Practitioners have a very good understanding of child protection procedures and are fully aware of their responsibilities. They promote healthy eating and drinking habits by providing nutritious snacks and inform parents of the menu on a weekly basis. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners have a fond relationship with the children and treat them kindly. As the children arrive, they welcome them in a warm and kind manner and interact naturally while explaining and supporting children to respect each other. Practitioners support children to expand their oral skills and promote the Welsh language by modelling vocabulary and sentences for children to follow. They communicate effectively and celebrate children's successes regularly, praising them for their efforts. Practitioners offer a good range of activities and learning and play experiences in the indoor and outdoor areas, which has a positive effect on children's skills. Practitioners are completely consistent and fair when managing behaviour and are aware that they need to be clearer in terms of boundaries and expectations during free play outdoors. They are positive role models and ensure that children are aware of the need to share and treat others kindly, and encourage children to apologise to friends, where necessary.

Practitioners know the children very well, respect their interests, likes and personal requirements. They have purposeful procedures and networks in place to support children with additional learning needs. They provide an ethos and environment that foster care and show respect at all times. Practitioners meet children's individual needs well by planning tasks in line with their interests. For example, practitioners respond creatively to a few children's interest in tractors by providing opportunities for them to paint by using the wheels of small tractors. They record children's progress successfully, and identify the next steps in their development within planning. The setting has purposeful arrangements for identifying and supporting children's individual needs. They work successfully with external agencies to ensure that children receive effective support in line with their needs.

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

Practitioners plan exciting activities with an appropriate balance between learning experiences chosen by adults and those that derive from children's ideas. They adapt the content of their curriculum and their teaching arrangements purposefully to reflect the principles of Curriculum for Wales. Practitioners give beneficial attention to supporting children's literacy, numeracy and digital skills when planning beneficial learning and play experiences. As a result, most children develop their skills effectively.

One of the setting's strengths is the wonderful relationship between practitioners and children. Practitioners use a good range of teaching strategies successfully when supporting learning and play. They play alongside the children at times and intervene in a timely and effective manner to reinforce independent learning.

Practitioners plan a good range of learning experiences that meet the needs of nearly all children successfully. Practitioners provide valuable opportunities for children to share their ideas to ensure that they at the heart of planning. For example, practitioners have created a car wash station following a request from a child as part of their theme on transport. As a result, most children concentrate for extended periods and show an interest in their learning, which has a positive effect on their skills.

Nearly all practitioners develop pupils' oral skills successfully by introducing language patterns and vocabulary regularly. They talk naturally with the children regularly and use effective questioning to extend their language and thinking skills successfully. This beneficial interaction has a positive effect on most children's language skills.

Practitioners encourage children to take an interest in stories by creating a welcoming book area for children. As a result, most are keen to choose a book and browse the pages or listen to a story. This has a positive effect on most children's early reading skills as they handle books like confident readers. Practitioners plan well to develop children's digital skills and provide beneficial opportunities for them to use a range of equipment to play and support their learning.

Practitioners provide beneficial opportunities for children to build on their numeracy skills regularly, including engaging in learning experiences that strengthen their understanding of shape, pattern and counting. They encourage children to use their

skills in real-life situations, for example as they show confidence when counting the number of adults and children present during circle time. Practitioners also plan beneficial provision to develop children's creative skills, giving good attention to the process and not the final product. As a result, the children's gallery displays stimulating pictures that link effectively with the children's interest in transport.

Practitioners promote a good awareness of the traditions and celebrations of Wales's cultures, for example when joining an Urdd parade with children who have created their own flag. The setting has suitable provision for children's social, moral, cultural and spiritual development. Practitioners make good use of visitors to the setting to enrich learning, including having first-hand experiences of how to handle and care for animals. However, there are very few opportunities for children to learn about the wider world and the importance of respecting diversity and other cultures.

Practitioners use observations and assessment information effectively to plan beneficial opportunities for children to build on their skills and understanding. As a result, children succeed in achieving the next steps in their learning consistently well.

Environment: Good

The leader and management committee ensure a very clean and safe environment for children. Visitors are unable to access the setting or the outdoor area unless the leader or practitioners grant them access. Visitors are asked to sign in to the school building and the setting promptly and records of this are kept on site. The leader keeps a register of children and practitioners that records their arrival and departure times. The building's maintenance records are up-to-date and leaders ensure that they keep records in an organised manner. The leaders ensures that she holds regular fire drills, which are recorded and analysed. She ensures that fire safety equipment is tested in line with requirements. The leader organises regular cleaning processes and good infection control practices reduce the risks to children's health and safety. She ensures that there is a range of purposeful advertisements and posters around the setting which support procedures clearly, such as a flow chart relating to child protection arrangements. Leaders review risk assessments regularly. However, risk assessments are not always specific enough to highlight the risks in relation to specific arrangements.

Leaders ensure a high-quality environment that is welcoming and warm. They ensure that the environment is safe and provides privacy and plenty of space for the number of children who attend each session. Suitable toilets are available, along with purposeful facilities for washing and drying hands which provide opportunities to promote children's independence. Leaders have created a safe environment in the outdoor area which is full of activities that engage children's interest. They have also considered the need for equipment and apparatus that provide an opportunity for children to stretch and climb, and develop their physical skills.

The leader provides children with varied and purposeful resources for their development and age and these are displayed at low levels. As a result, children have access to high quality equipment, which enables them to choose independently and pursue their interests. However, there are very few resources such as multicultural costumes and books to develop children's understanding of diversity and other cultures.

Leadership and management: Good

The leader and management committee express a clear vision that places a high priority on children's development and well-being. They work together successfully to create a safe and happy environment for children. The leader has a good working relationship with members of the management committee. Regular discussions and meetings between the leader and management committee make a valuable contribution to offering good quality provision.

Leaders have beneficial self-evaluation procedures that identify the setting's strengths and areas for improvement clearly. Priorities for improvement are well organised and focus diligently on meeting children's needs effectively. Leaders work well with the local authority's advisory teacher and other agencies to seek and consider parents' views when setting priorities for improvement. This ensures that they adapt and improve provision regularly to provide exciting experiences to meet children's needs. The leader and practitioners are completely aware of the current priorities for improvement and understand their role in achieving these. This has a positive effect, with practitioners doing their best to develop provision that contributes successfully to children's development and well-being.

The leader sets high expectations and practitioners understand their roles in full. The leader holds good, regular supervision sessions which identify practitioners' individual development needs. However, the leader does not have such rigorous and effective supervision meetings which lead to appropriate support to fulfil their role.

Leaders take beneficial steps to ensure that they comply with the regulations and national minimum standards, such as following safe and timely recruitment processes. The statement of purpose is beneficial and outlines clearly the service that is provided. Leaders ensure that practitioners have appropriate qualifications to undertake their jobs, that their statutory certificates are up-to-date and that they attend purposeful training to support children's needs effectively. For example, practitioners have attended planning training to gain confidence in responsive planning that considers the child's voice.

Leaders make good use of grants and funding to purchase a good range of resources, for example natural resources to develop children's research skills. Funding has also been used recently to establish an outdoor classroom to support children's learning experiences.

Leaders have established good relationships with parents and share information regularly, including key policies and events through a digital system and a regular newsletter. Leaders reinforce an open-door policy successfully. As a result, parents praise practitioners and are very proud of the service. Leaders and practitioners have a successful relationship with the school which contributes to children's well-being and confidence, in addition to ensuring robust transition arrangements for them.

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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Publication date: 24/07/2024

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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Date Published 24 July 2024