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 Alltcafan

Ysgol Bryn Saron
Saron
Llandysul
Carmarthenshire
SA44 5EB

Date of inspection: September 2024

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Alltcafan

Name of setting	Cylch Meithrin Alltcafan
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Eleanor Smallcombe
Person in charge	Carol Davies Williams
Number of places	18
Age range of children	2 – 3 years old
Number of 3 and 4-year-old children	1
Number of children who receive funding for early education	1
Opening days / times	Tuesday - Friday 9am to 12pm
Flying Start service	
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use the service.
Date of previous CIW inspection	27 February 2024
Date of previous Estyn inspection	November 2016
Dates of this inspection visit(s)	24/09/2024

Summary

Theme	Judgement
Wellbeing	**Good**
Learning **(only applies to three- and four-year-old children who do not receive education in a maintained setting)**	
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	**Adequate**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Ensure that practitioners use observations effectively to plan the next steps in children's development

R2 Develop more opportunities for children to learn about different cultures and diversity

R3 Ensure that self-evaluation procedures include all stakeholders in identifying strengths and areas for improvement

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 feel happy and cope well when arriving and leaving their parents and carers. They make choices confidently and take part in different activities across the provision. They know that practitioners respect their wishes. Children use the different resources imaginatively, such as when taking syringes from the water tub to water the plants.

Children express themselves well when sharing their feelings and wishes, for example by choosing where to sit at snack time or continuing to immerse themselves in their play. Nearly all children are familiar with the daily routines and have a positive relationship with practitioners. On arrival at the setting, children are welcomed by practitioners before going to play contentedly. Many develop good manners, for example when saying thank you for their fruit at snack time.

Children develop a good relationship with their peers. They talk naturally about their families when sitting at the table, eating their food. Most children treat their friends with respect and sensitivity. They share resources and develop social skills successfully, for example when ensuring that their friends have a digitally-controlled car so that they can join in the fun. Many children smile happily and show pride when practitioners praise them.

Nearly all children enjoy their play and learning. They concentrate for significant periods in line with their age and ability when undertaking experimental tasks and artwork. They concentrate well then immersing themselves in their water play experiences and when making cakes with natural resources, such as conkers, pinecones and mud.

When they are given an opportunity to do so, children develop their independence skills appropriately. They choose activities of their own accord and pursue their interests effectively, for example when choosing paint and fruit when printing shapes. Nearly all children pour their own water and milk and cut fruit safely without support from adults during snack time. Most children meet their own personal needs successfully.

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 safety and supervision constantly. They implement effective procedures to ensure that children are healthy and safe. Practitioners are aware of the procedures to follow if there are concerns about the children's well-being. They have all completed safeguarding training and sufficient numbers have completed paediatric first aid and food hygiene training. Fire drills are completed regularly and recorded effectively. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners make good use of the current procedures to prevent the spread of infections; for example, practitioners encourage children to wash their hands before eating. They ensure that tables are cleaned thoroughly with disinfectant before children sit and eat. They follow suitable hygiene procedures for changing nappies and when practitioners prepare food for children.

Practitioners have formed a strong relationship with the children. They are kind, caring and respond thoughtfully to children's needs and interests. Practitioners use consistent strategies to promote positive behaviours in line with their policy. They encourage children to be careful when climbing and offer them explanations when measuring risks. Practitioners encourage the development of children's social skills effectively by engaging in conversations about farming or about family members. Practitioners are positive role models. They encourage children to ask politely and to say thank you for their food and drinks. Welsh music and a Welsh atmosphere are provided when welcoming children in the morning. Practitioners praise children continuously as they help to tidy up and complete tasks that they have chosen voluntarily.

The setting has purposeful arrangements for identifying and supporting the individual needs of the children, including children with additional learning needs. Practitioners

identify children's interests and developmental needs. They fulfil their next steps by playing and extending their exploration and discovery experiences, for example when playing together in the magnet tub and guessing and discovering which objects were attracted to the magnets. There are effective procedures in place to refer children in a timely manner to receive additional advice and support from external agencies.

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

Practitioners plan varied and interesting learning experiences that succeed in engaging children's interests and meeting their needs successfully. They provide a wide range of resources that spark children's imagination regularly. On the whole, sessions hold their interest for extended periods, in line with their stage of development, for example when children apply themselves completely to playing in the hospital, bandaging themselves and each other with care.

Practitioners have a good understanding of the way in which children learn through play and experimentation and their teaching methods succeed in motivating children to develop a wide range of skills purposefully. They interact wonderfully with the children and know them well. Practitioners provide a broad and balanced curriculum. They discuss children's understanding, successes and needs regularly. They have started to carry out meaningful observations, focusing on children's achievement. However, they do not yet use these observations purposefully enough to feed into their planning and to inform the next steps in their learning, development and play.

Practitioners encourage the development of children's Welsh language skills well. They hold sensible discussions and pursue children's interests effectively. Where this practice is at its best, practitioners are effective language models and feed vocabulary successfully to develop children's understanding of the language. For example, practitioners extend children's language when playing in the farm area or when singing familiar songs together. As a result, children show an increasing understanding of the Welsh language and follow instructions maturely. Practitioners ensure that interesting books are located in a number of areas and children choose them confidently. They ask a practitioner to read to them or sit comfortably to 'read' themselves by repeating a familiar story or creating a new story from their imagination.

Practitioners provide an effective range of resources to promote children's numeracy skills. They provide equipment such as different containers in the water tub or resources that enable children to count to 10 successfully. They take advantage of children's curiosity to play and experiment in the areas and extend their numeracy skills while doing so.

Practitioners provide valuable opportunities to promote children's early digital skills by using programmable toys and tills to count money in the shop. As a result, children understand that digital tools are an integral part of their everyday lives.

Practitioners ensure that children are very aware of their local area and their *'cynefin'*. They gather blackberries in a nearby field and distribute pamphlets to homes in the village to inform them about a fundraising event. They get to know the towns and villages in the area through trips to the beach and local attractions.

Practitioners intervene sensitively and reason sensibly in the rare cases when children disagree with each other or want to play with the same equipment. As a result, children have an increasing understanding of the importance of honesty, fairness and respect.

Practitioners promote children's awareness of their Welsh identity suitably by providing appropriate activities and resources when celebrating St David's Day and singing traditional nursery rhymes regularly. They ensure that resources and books are available that represent people from different backgrounds, but there are very few opportunities for children to learn about the wider world, diversity and other cultures.

Environment: Good

Leaders prioritise safety continuously. They ensure robust procedures and complete thorough risk assessments that outline the potential dangers and the steps that are taken to reduce or prevent the risk to children. Leaders and practitioners complete daily checks to ensure that there are no obvious hazards.

The setting is safe, welcoming, accessible and is maintained effectively. The indoor and outdoor play areas are extensive and engage children's interest in discovery and exploration while playing freely. Leaders provide areas that offer opportunities for children to develop physical, social, linguistic, mathematical and moral skills. There are natural, sensory resources and 'real' food, which engage children's interest while role-playing and extend their imaginations.

Colourful displays full of children's craft work and photographs provide them with a strong sense of belonging. Practitioners ensure that resources are within children's reach so that they are able to select for themselves. They provide an environment that promotes children's social development effectively, for example by providing suitable furniture for children to enjoy their snacks with their friends. Leaders ensure that children's privacy is respected successfully when using the toilet. Practitioners ensure that there are areas for quiet time in the indoor area and provide opportunities for children to choose to play indoors and outdoors freely.

Leaders provide a good number of varied resources of a high standard, for example construction equipment and small world play, which are organised purposefully for children in line with their interests.

Leadership and management: Adequate

The person in charge has a sound vision for the setting, which is communicated clearly in the statement of purpose. The happiness and safety of each child is at the heart of the setting's ethos. With the support of practitioners, she realises this vision successfully and ensures high-quality care. The person in charge is very dedicated to her work and the whole team works together effectively for the benefit of the children. Leaders have devised appropriate policies which are put into practice. Leaders follow safe and robust recruitment policies and all practitioners have an appropriate qualification and relevant experience of working with children.

The person in charge knows the setting well and, with the close support of the local authority's advisory teachers, conducts a suitable range of self-evaluation activities to identify the elements that need to be developed further. However, don't always consider the views of all stakeholders when evaluating their strengths and planning for improvement. Improvement priorities are divided into sensible steps and leaders evaluate them occasionally. For example, leaders have worked diligently on modelling and regularly introducing children to a rich vocabulary and this is implemented successfully at the setting.

The committee is very supportive of practitioners, and members take proactive and robust action when necessary. They prioritise expenditure sensibly and put the children first in their decisions. They are aware of the setting's strengths and aspects that could be strengthened, for example enriching the outdoor area.

All practitioners take part in beneficial professional development opportunities conscientiously, such as attending training courses recommended by the local authority. This means that they have a better understanding and more confidence when meeting the requirements of the curriculum.

The setting has a very productive partnership with the school in which it is located. Leaders make good use of the school grounds and take advantage of opportunities to work with the school's staff when appropriate, for example by inviting the cook to make a fruit kebab with the children. The comprehensive transition arrangements, including regular visits by the reception class teachers, are a great help to the children as they start school.

Leaders have a beneficial working relationship with the local education authority's link teachers. This relationship is mature and contributes significantly to the development of provision over time. Practitioners have created a close and supportive relationship with parents and carers. They share information regularly and provide useful resources occasionally. For example, practitioners provide booklets for children to practice their Welsh vocabulary and strengthen their understanding of colours, numbers and days of the week at home. The person in charge ensures that the setting plays a prominent role in the community through fundraising activities, such as the annual tractor drive. The setting's stakeholders are an integral part of organising and supporting the event, raising a significant amount of money which is spend on resources for the children.

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
20	The Responsible Individual must ensure the Designated Safeguarding Officer correctly implements the safeguarding policy to safeguard children and ensure all staff are fully aware of their responsibilities to safeguard children.	Achieved

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 inspection	N/A
28	The Responsible Individual must ensure all suitability checks are completed for all staff and volunteers who work with and care for children, in a timely manner.	Achieved

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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