A Arolygiaeth Gofal Cymru Care Inspectorate Wales report on

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

Ysgol Feithrin Glan Conwy

Y Caban
Ysgol Glan Conwy
Glan Conwy
LL28 5ST

Date of inspection: April 2023

by

Care Inspectorate Wales (CIW)

and

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

About Ysgol Feithrin Glan Conwy

Name of setting	Ysgol Feithrin Glan Conwy
Category of care provided	Sessional
Registered person(s)	Eifiona Price Williams
Responsible individual (if applicable)	Eifiona Price Williams
Person in charge	Annette Watson
Number of places	19
Age range of children	2- 4 years old
Number of 3 and 4 year old children	23
Number of children who receive funding for early education	14
Opening days / times	9:00 - 11:00 (Monday to Friday)11:30 - 14:45 (Monday to Friday)
Flying start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.’
Date of previous CIW inspection	27/05/2021
Date of previous Estyn inspection	March 2015
Dates of this inspection visit(s)	25/04/2023
The setting moved into a purpose-built building in July 2022.	

Summary

Theme	Judgement
Well-being	**Good**
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 Provide increased opportunities for longer periods of play and independent learning

R2 Develop assessment processes in line with the Curriculum for Wales

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: Good

Nearly all children enjoy their time at Ysgol Feithrin Glan Conwy. They are confident when choosing resources and moving from one learning area to the other. A few children, who are not ready to join in with circle time choose to play independently. During the independent play session, most children choose to play outdoors whilst others choose to play with real food in the shop area indoors. Nearly all children express themselves and feel that they are listened to by practitioners. Most enjoy opportunities to have a say in what they want to learn. They express themselves appropriately using familiar words and phrases, for example when asking for more milk. At snack time, nearly all children choose their preferred drinks and foods.

Nearly all children cope well when separating from parents and carers when they arrive at the setting. Most children greet practitioners happily with a smile or cuddle and wave eagerly to them on their way home. Nearly all children are content and happy. They have close relationships with practitioners and approach them for comfort and support when required.

Nearly all children behave well. Most children share resources confidently with their friends. For example, they share scissors and take turns when cutting herbs. Many children show respect and good manners. They patiently wait their turn to wash their hands before snack time and say ‘please’ and ‘thank you’, with little prompting.

Nearly all children are enthusiastic and enjoy their learning opportunities and excitedly explore the different areas in the setting. They eagerly take part in a mini beast hunt, exploring the area and finding insects such as ladybirds. They thoroughly enjoy the music and movement sessions, giggling and smiling as the music becomes faster and faster. A few children engage in mark making and make shapes on the whiteboard successfully. Many children sustain interest and problem solve for an appropriate amount of time. For example, they work together to build a ramp using plastic tubes and frames, changing the tubes to make them fit. Many children enjoy colour and shape recognition activities, counting, singing songs and story time. Many children concentrate well. For example, a few children become engrossed in painting tree trunks with water, whilst others count chippings into the toy trucks as they load them with shovels.

Most children are developing appropriate independence skills according to their age and stage of development. For example, they wash their hands and use the toilet independently and many put on their own coats to play outside. Many children pour their own drinks independently and use spoons skilfully when eating cereal. Many children help to tidy resources, carefully identifying where items belong and placing them in the correct drawers or boxes.

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

During their time at the setting, nearly all children make good progress from their starting points, including those with additional learning needs.

Most children's personal and social skills are progressing well. This allows them to interact maturely and develop a range of skills as they play. For example, when playing in the café and shop role-play area, they draw upon their numeracy, literacy, and creative skills well. This enables them to immerse themselves in pretending to be shoppers and shopkeepers very realistically.

They use their numeracy skills well to weigh vegetables and count coins to pay for items. This helps them to understand how scales work and how to use money. Many children use their literacy skills appropriately to write and attempt to read shopping lists. This ensures they understand the purpose of writing and develops their confidence to have a go at reading and writing for themselves.

A few children think alternatively to solve problems. For example, they decide that they need cakes to sell at the café and go to the playdough area to make playdough cakes. Most children's physical and creative skills are good. This enables them to make detailed and attractive playdough cupcakes. Whilst in the play dough area, children use their mathematical skills well to describe the shape and size of the cakes needed. They develop confidence and experiment with how language is used. For example, when they suspect a practitioner has left the shop without paying, they use assertive language effectively to remind them that they need to pay for the cakes.

Most children's physical skills are developing well. They enjoy using diggers to move pebbles and making bridges out of planks and milk crates. This develops their coordination and balance skills successfully.

Most children enjoy singing Welsh songs at carpet time and are beginning to use simple words and phrases. For example, older children recite the days of the week correctly. A few older children have good Welsh language skills. For example, they spontaneously sing rhymes such as 'Mi welais Jac y Do' when playing with a Jackdaw puppet.

Most children's digital skills are developing appropriately. They use a digital camera to take photos of insects to show their friend and experiment with a large touchscreen to explore how functions are used to create a picture.

Care and development: Good

Practitioners prioritise health and safety effectively. Nearly all have completed paediatric first aid training and they record accidents and incidents promptly. They implement comprehensive policies and procedures to safeguard children's health and safety purposefully. Nearly all practitioners have attended safeguarding training, and all are familiar with the procedures to follow should they have concerns about a child. They ensure that children are well supervised and adhere to the correct ratios. The setting's arrangements for safeguarding meet the requirements and are not a cause for concern.

Practitioners follow good hygiene procedures, wash hands, and wear appropriate protective clothing to prepare and serve foods. They offer healthy and nutritious snacks and drinks, including fresh fruit, cereal, milk, and water. Practitioners are aware of individual children's dietary needs and cater for them effectively. They promote physical activities appropriately and provide consistent opportunities for children to be active and to develop their skills. Practitioners provide consistent

messages about the importance of playing safely to ensure children do not hurt themselves when playing and experimenting, such as when exploring different ways to use a slide.

Practitioners have close relationships with children and treat them with care and respect. They sit at the children's level for discussions and interactions during role play and learning opportunities. Practitioners encourage children to share experiences, improving the children's confidence and sense of achievement. For example, they show great excitement when children spontaneously tell them about finding ladybirds in the garden or explain where they have been on their shopping trip. Practitioners follow the behaviour management policy effectively. They praise children for doing things independently, such as filling up the role play kettle with water and instinctively putting resources away in the correct boxes, saying "Da iawn" and "Well done". Practitioners know the children well and show sensitivity towards them. For example, when children do not want to join group activities, they encourage them to follow their own interests and practitioners intervene in their play sensitively.

Practitioners promote children's learning and development well. They encourage children to identify mini beasts by using photocards. They extend their learning by asking questions about the way caterpillars develop into butterflies. The setting follows an appropriate daily timetable of activities, but this structure limits opportunities for child led learning at times.

Practitioners plan well for children who may have particular learning needs. They produce plans which identify a child's progress and focus on the next steps in learning and as a result most children make good progress.

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

Practitioners are reflective and are making changes to their planning processes to meet the requirements of the Curriculum for Wales. They respond to children's ideas and provide a diverse range of engaging activities that children enjoy.

Where the timetable highlights opportunities for play, practitioners ask probing questions and make suggestions to encourage the children to think for themselves. This approach is highly effective in developing the children's skills. For example, when in the role play area, practitioners refer to the playdough area, prompting the children to suggest going there to make the cakes they need for the café. This encourages the children to take ownership of their learning and develop their ability to solve problems independently. However, the time devoted to this highly effective practice is limited by the timetabling of other more structured activities.

Practitioners develop children's spiritual, moral and social skills well. The teaching ensures children treat each other with care and respect and there is a happy and caring atmosphere at the setting. For example, when looking for bugs, practitioners role model being caring with the bugs and the children naturally copy this behaviour.

Practitioners' knowledge of child development is good. They understand how children learn and this enables them to plan activities that cater for a wide range of needs. For example, practitioners provide opportunities that allow children to repeat the same

activity again and again. This helps them to build confidence and understand how they relate to the world around them.

Practitioners plan activities and provide resources that develop children's literacy and numeracy skills well. They provide an attractive reading area and place magazines and books in different areas of the setting purposefully. This ensures children develop their reading skills naturally through their play. Provision for numeracy is good and practitioners use resources and questioning to develop children's skills in meaningful contexts. For example, they encourage the children to compare the size of different vegetables.

Practitioners use a range of familiar Welsh phrases when playing alongside the children. As a result, most children's understanding of the language is developing well. Practitioners provide resources for the children that prompt them to use Welsh when playing. For example, Jackdaw puppets encourage children to sing Welsh rhymes spontaneously. The setting celebrates the culture of Wales through activities related to St David's day, such as making Welsh cakes. Practitioners plan a range of activities to enhance children's understanding of different cultures, for example providing sessions where the children experience Indian dance.

Practitioners work together to plan activities and resources to meet the needs of the children well. Before children start at the setting practitioners collect useful information on what the children enjoy doing and what interests them. As a result, children settle quickly into the setting. Leaders have developed a planning system that considers what the children are interested in and what skills they need to develop next. Observations of children feed into this process purposefully. The setting is continuing to develop their assessment procedures in line with the Curriculum for Wales.

Environment: Good

The setting has recently moved into a purpose-built new building. It provides a secure, clean and stimulating environment for children. The leader and practitioners' complete daily safety checklists for every area, including the outdoor area. Leaders and practitioners ensure the indoor and outdoor environments are maintained to a good standard. Practitioners complete risk assessments adequately. Leaders have satisfactory safety and insurance certificates in place.

Leaders provide a stimulating environment for play and learning. Practitioners make effective use of the room and the outdoor area to provide organised learning areas that children can use independently. For example, the role play area promotes learning experiences by offering real food resources and real weighing scales. There is plenty of room for practitioners to lead group activities, including dance and interactive story time. This supports children's skills development across the curriculum effectively. The leader and practitioners ensure children have regular access to the outdoor play area. This provides valuable opportunities for experimental learning and physical development. Practitioners display and celebrate children's craftwork and photographs, providing them with a sense of achievement and belonging.

The effective range of resources in all areas are all within children's reach, which promotes their independence. For example, practitioners encourage children to access resources in the role play area, help themselves to crayons and chalks, digital

resources, and outdoor play equipment. Practitioners provide resources that support children's learning well. For example, during construction of the new building, practitioners provided construction resources such as bricks that enabled children to copy what the builders were doing. In addition, there are resources that allow them to balance on boards and be creative with cardboard boxes. The resources to support the understanding of celebrations, enhance children's curiosity and understanding of the world and knowledge of different cultures and diversity are appropriate.

Leadership and management: Good

Leaders are passionate and enthusiastic about the work of the setting. They have guided the setting successfully through an exciting period during which they have been fully involved in the design and resourcing of the new building. Leaders and practitioners have a clear vision that is shared by all. The registered person works closely with the setting leaders and provides a good level of challenge and support. Leaders collaborate closely with practitioners, and they all provide a warm and welcoming environment where children feel at home and make good progress. As a result, the setting is a happy place to be.

Leaders have well established and effective arrangements for identifying the provision's strengths and areas for improvement. They highlight the aspects which need to be addressed in the short term, making amendments to the provision and the way they support the children's learning and play. They also have a vision about how they would like to develop the provision in the longer term.

Leaders are always open to suggestions on what to improve and have strong partnerships that enable improvements to be made quickly. For example, strong links with local farmers enabled improvements to the boundary fence to be completed as soon a risk was identified.

Leaders manage staff and resources well. They have strong plans in place to ensure the sustainability of the setting. They follow safe recruitment processes and define roles and responsibilities clearly. Performance management processes are appropriate. Practitioners have good opportunities to attend a range of training and apply their learning successfully, such as improving provision for children with additional needs. Leaders facilitate weekly planning meetings that ensure practitioners are fully involved in planning and improvement.

The setting's partnership with parents and carers is good. Practitioners invest time in getting to know the children before they start at the setting and use the children's interests to ensure that they settle happily. Practitioners provide written reports at the end of their first weeks in the setting and as they leave. This provides useful information to parents on what their child can do well and what their next steps are. There are strong links with the local primary school, and this facilitates the children's smooth transition to the next stage in their learning.

Leaders work closely with the local authority's advisory service, the additional learning needs team and a broad range of external agencies. As a result, children with additional learning needs are well supported and their needs are met successfully.

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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Publication date: 30/06/2023

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 30 June 2023