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 Bro Cernyw

Y Caban
Ysgol Bro Cernyw Site
Llangernyw
Abergele
LL22 8PP

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 Bro Cernyw

Name of setting	Cylch Meithrin Bro Cernyw
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Victoria Clough
Person in charge	Emma Swindells
Number of places	24
Age range of children	2 – 4 years
Number of 3 and 4 year old children	14
Number of children funded for early education	2
Opening days / times	Monday to Friday from 8.15am to 3.00pm
Flying Start service	No
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 July 2021
Date of previous Estyn inspection	This is the first inspection
Date(s) of this/these inspection visit(s)	27/02/2024
Cylch Meithrin Bro Cernyw is based in a portacabin on the site of Ysgol Bro Cernyw. The setting opens at 8.15am every morning to offer a breakfast club. Sessions are held between 9.00am and 11.30am (care session) with the education session held between 1.00pm and 3.00pm every afternoon. Children attending all day can enjoy their own packed lunch or a lunch provided by the school.	

Summary

Theme	Rating
Well-being	**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

A1 Ensure that leaders adapt a suitable procedure to share information regularly with parents and carers about their child's development

A2 Ensure that parents and carers sign accident and incident records to confirm that they have read them

What happens next

The setting will produce an action plan showing how it will implement the recommendations.

Main findings

Well-being: Good

Almost all of the children make choices and decisions regularly. They enjoy the freedom to move around the indoor and outdoor learning areas. Almost all of the children enjoy the company of practitioners and their friends. They go to a practitioner or join in with a group of friends as they wish. They help themselves confidently to resources from the play areas knowing that they have the option and the freedom to do so. For example, they paint at a large easel, play with dinosaurs, build with bricks or relax with a book. During snack time, children choose their own fruit and crackers. They know that their wishes are considered and are confident to ask for help, such as support to walk across blocks in the garden.

Almost all of the children settle quickly, feel at home, and go to play happily, eagerly and energetically. They cope well and feel safe. Almost all of them are happy to share their names, show their stickers and say who will be collecting them. They are familiar and comfortable with the daily routine and know what will be happening next. They enjoy developing their understanding of their identity. For example, as they study and talk about the displays of their birthdays and their self-portraits.

Almost all of the children interact well and develop their social skills by talking and sharing while playing. They respect the feelings and interests of others and learn to take turns. For example, they wait their turn patiently to take part in the hammer activity. They are willing to support each other, for example, by working together in the mud kitchen to fill and empty containers with water. Almost all of the children

develop close and warm relationships with practitioners and interact well with visitors. They enjoy spontaneous opportunities to join in with singing activities.

Most children are enthusiastic in their play and persevere purposefully when learning. For example, they show interest in learning about birds and take part in different activities which teach them about the life of a small bird. They thoroughly enjoy pressing sound buttons and looking at posters to match the birds in the book. Most children concentrate carefully and experiment for periods. For example, they concentrate when using lorries and trucks to move, lift and unload stones. Most children feel confident to experiment in their environment, for example, when learning about flowers such as primroses and daffodils.

Most children develop good independence skills. They take pride in their achievements when completing daily tasks such as helping to tidy up, wearing their coats, pouring water from jugs and undertaking their activities. For example, they thoroughly enjoy choosing different resources to create a parrot using dough and feathers.

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

There is no report on the children's learning. This is because there was an insufficient number of three and four year olds present at the time of the inspection, not receiving funded education elsewhere, about whom we could report without identifying individual children.

Care and development: Good

Practitioners understand their responsibilities to keep children safe and prioritise their health and safety successfully. As a result, they implement sound policies and procedures effectively. Practitioners have completed appropriate child safeguarding training and they have a thorough understanding of safeguarding processes. They have up to date first aid certificates and they understand their responsibilities for administering and recording medication. Practitioners record accidents and incidents effectively. However, the current guidance does not ensure that parents and carers sign the records to confirm that they have read them. Practitioners have up to date food hygiene certificates and the procedures for serving food are effective. For example, they disinfect surfaces and wear gloves and aprons to prepare healthy foods such as bread sticks, cucumber, apples and blueberries. Practitioners ensure that children's water bottles are available at all times and offer a choice of water or milk at snack time. Practitioners understand the children's individual needs including allergies. They ensure complete privacy and dignity when following the nappy changing policy and keep accurate records. Practitioners have a thorough and well-organised registration system and ensure that records of consent are in place.

Practitioners have an affectionate relationship with the children and treat them with care and respect. They are kind and model natural and warm interactions. Practitioners encourage children to consider their behaviour by learning how to share, wait and take their turn. They observe the children, listening and explaining in a kind and caring manner that creates a sense of belonging. For example, they explain regularly what will happen next, such as moving to the outdoor area, or

preparing for lunch. Practitioners sit at the table with the children during snack time and lunch, and reinforce good manners such as saying please and thank you. They praise the children regularly, which has a positive impact on developing their skills, their understanding of routines and their self-confidence. With practitioners at hand, children manage to eat their lunch independently and open packets in their lunch boxes.

Practitioners know the children very well, and have a clear understanding of their individual needs and wishes. They are at hand to provide support when requested by the children, for example, opening a water bottle or wearing a coat. Practitioners cater well for children with additional learning needs by using networks effectively and following purposeful procedures. They observe children sensitively and effectively in order to encourage them to think and solve problems. Practitioners ensure a range of experiences which encourage children to learn by doing. For example, they provide opportunities for the children to buy eggs and ingredients from the local shop and make their own pancakes.

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

Environment: Good

Leaders ensure a safe and clean environment. They ensure that visitors cannot access the setting at any time without practitioners' knowledge. Practitioners keep all records relating to the service securely on site. The building's maintenance records are up to date and leaders ensure that fire drills are conducted regularly. Leaders ensure that the setting and the equipment to protect the environment are serviced regularly. For example, they arrange that the fire equipment and first aid boxes are checked and renewed appropriately. Leaders conduct effective and purposeful risk assessments. These are reviewed carefully and used in a confident and timely manner. Leaders maintain an attendance register of children and practitioners which records arrival and departure times.

Leaders ensure a high-quality environment which is warm and welcoming. The environment is self-contained and practitioners ensure children's safety and privacy. Leaders provide suitable toilets and purposeful nappy changing facilities. They ensure that the kitchen and all the equipment are available to facilitate food preparation. Leaders make effective use of the secure lobby where children's coats, bags and waterproofs are kept within their reach. Leaders ensure that the environment enables children to access the outdoor area at all times. They have created a stimulating and exciting environment in the outdoor area which provides challenges and purposeful opportunities for children to take risks and develop their curiosity. For example, the garden provides valuable opportunities for children to enjoy learning about planting flowers, as well as a mud kitchen to experiment with real containers such as saucepans, buckets and jugs. Leaders plan various learning areas which invite children to explore and discover. For example, they provide role-play and construction areas, a story teepee and a performance stage. They ensure a good balance between promoting children's safety and supporting them to take risks.

Leaders provide various resources which are accessible to children. As a result, children have easy access to high-quality equipment, enabling them to choose and

follow their interests. Practitioners encourage children's personal and social development well by providing resources to deliver multicultural experiences. For example, they provide a range of dolls and books from different countries across the world. They provide displays which reflect their work with the local community.

Leadership and management: Good

The leader is very dedicated and she has a clear and firm vision based on delivering provision of the highest standard for the children. Along with the management committee and practitioners, she sets a clear direction for developing the provision. Practitioners work effectively as a team and respond kindly to the needs of each child. Children's welfare is at the heart of everything that happens in the setting and as a result, children are happy and making good progress.

The setting's self-evaluation procedures focus effectively on a wide range of evidence and input from all stakeholders. Leaders acknowledge strengths and areas for improvement purposefully and work together to develop the provision for children. Leaders share the sensible actions with practitioners, considering the most effective ways of achieving their priorities. A strong feature which has been developed successfully is the practitioners' ability to evaluate children's progress. However, the leaders do not ensure that up to date information about children's progress is shared with parents and carers regularly.

Leaders ensure a valuable training programme for practitioners. The impact of the training can be seen clearly in the practitioners' work and their attitude towards the children. Worthwhile training is provided on elements such as basic signing and promoting positive behaviour amongst the children. This all contributes positively to the practitioners' ability to support the children. Leaders have an effective system in place to supervise practitioners and targets are discussed and agreed upon. Targets align with the setting's priorities and the expertise of individual members of staff. This has a positive impact on the practitioners' contribution to improving the setting and their personal professional development.

The leader allocates appropriate funding by making effective use of local and national grants which improve the quality of the provision. One example of this is the continuous investment in the outdoor area which includes a high quality sheltered area. The forest school area is being developed and provides further opportunities for children to learn outdoors and learn about the environment and the local area of which they are an important part. This has a positive impact on children's learning and welfare.

The leader collaborates successfully with a range of external agencies. These include officers from the local authority and their support organisation. Reports, advice and feedback from external agencies are appreciated by leaders and they respond purposefully to any recommendations for improvement. They have a very positive relationship with parents and carers. When children start at the setting, practitioners collect comprehensive information to find out about the children's needs and interests. Consequently, they can provide for their interests 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 rating 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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