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

Cylch Meithrin Bodffordd

Canolfan Gymuned Bodffordd
Bodffordd
Llangefni
LL77 7LZ

Date of inspection: May 2023

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Bodffordd

Name of setting	Cylch Meithrin Bodffordd
Category of care provided	Sessional day care
Registered person(s)	
Responsible individual (if applicable)	Cenin Eifion
Person in charge	Llinos Rowlands and Nerys Williams
Number of places	20
Age range of children	Between two-and-a-half and four years old
Number of 3 and 4-year-old children	11
Number of children who receive funding for early education	4
Opening days / times	Monday to Friday from 8:45am to 11:15am
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 needs of those who use the service.
Date of previous CIW inspection	This is the setting's first inspection since re-registering with CIW
Date of previous Estyn inspection	March 2016
Dates of this inspection visit(s)	15/05/2023

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 Ensure that practitioners' planning and assessments respond fully to the learning needs of all children

R2 Strengthen partnerships to improve opportunities for children to learn about their local area

What happens next

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

Main findings

Well-being: Good

Most children communicate confidently and speak and express themselves effectively. For example, they discuss their favourite colours confidently and explain clearly how an electronic caterpillar works. As a result, they talk enthusiastically about their daily activities.

Most children take advantage of opportunities to make good choices and decisions about what affects them at the setting. For example, they move between the indoor and outdoor play areas completely independently and maintain an interest in their work for extended periods.

Most children are happy, feel safe and have settled well.

They cope well with the setting's efficient arrangements. They are familiar with the daily routines, such as washing and drying their hands before having food and after playing outside. Most children are very willing to ask practitioners for support or comfort when the need arises. They feel comfortable in the company of practitioners and enjoy joining in with songs and listening to stories.

Most children interact positively with their friends and practitioners and feel that they are valued. They enjoy socialising with others during snack time and, as a result, develop good attitudes towards each other. They learn to share and take turns appropriately. For example, they share craft materials sensibly and take turns when filling buckets from the water butt. Most children also learn effectively about kindness

towards others. For example, they are patient with each other when preparing tea and cakes and when caring for the dolls in the playhouse.

The children are hardworking and express enjoyment in their play and learning while exploring their environment safely. They have an effective say in choosing and developing their ideas appropriately. As a result, they choose their own activities and learning and play experiences confidently. For example, they enjoy investigating at the nature table and name different birds correctly. They also develop their creative skills purposefully while role-playing and mix sand in a frying pan while making pancakes.

Most children develop their independent skills successfully, which enables them to pursue their interests and work enthusiastically on tasks. They concentrate well for long periods while undertaking a range of activities and learning experiences. For example, they persevere to discover which key opens which lock. They also choose a wide range of recycled goods purposefully to build a den.

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 know the children well and respond to their requests in a timely manner. They have forged a wonderful relationship with the children and praise them regularly for their efforts and celebrate their successes enthusiastically. They interact tenderly with the children and create a homely and welcoming atmosphere, which promotes children's well-being and learning.

Practitioners have a good understanding of their roles and responsibilities to keep children safe and healthy. They record children's attendance promptly and have up to date first aid and safeguarding training. Fire drills are held regularly and the results are recorded to support practical improvements efficiently. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners implement the setting's policies effectively. They ensure that children have healthy snacks and that water and milk is available to them. They organise engaging outdoor activities and encourage children to play enthusiastically to foster their physical skills. Practitioners encourage children to wash their hands regularly, which helps them to develop their personal hygiene practices successfully. They complete accident and incident records thoroughly and these are signed by parents and carers.

Practitioners respond to children's individual needs well and ensure an inclusive environment. They manage interactions effectively and follow robust arrangements to meet the needs of children with additional learning needs sensibly. Practitioners

adapt the curriculum and organise beneficial learning and play experiences for the children and support them sensitively and positively.

Practitioners organise appropriate opportunities to raise the children's awareness of their Welsh heritage. This is done through craft activities, music, stories and specific celebrations such as St David's Day. Practitioners are beginning to visit establishments in the village, such as the library, to raise children's awareness of their *cynefin* (locality). They teach children well about the environment and encourage them to recycle their food waste and rubbish.

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

The practitioners' enthusiastic teaching methods encourage children to work together and learn effectively, which has a purposeful effect on their learning and skills. Practitioners provide interesting activities that encourage children to take risks and develop their knowledge and understanding successfully. For example, they challenge children to find potatoes in the soil and count them independently and to pour liquid either slowly or quickly from one water trough to another on the water wall.

Practitioners intervene sensibly during activities. They encourage children skilfully to experiment in their play and take risks, such as making mud cakes with a partner or hiding in different-sized boxes. They have sensible discussions with the children while they play. As a result, most children develop their independent skills successfully. For example, practitioners challenge children to balance scales with sand and use three-dimensional blocks to build tall and low towers.

Practitioners implement a broad and balanced curriculum, which includes a willingness to pursue the children's interests well. They adapt their planning appropriately to ensure that children learn through a variety of practical challenges, such as experimenting with paint and mixing colours before painting a bird.

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 how to fill boxes with seeds to feed the birds and as they make marks on the playground with chalk. Practitioners develop children's numeracy and digital skills effectively. They challenge them to sort and count pebbles, pieces of wood and pinecones in the discovery area and to program a programmable toy to move from one place to another.

Practitioners use their observations of children's achievements suitably and these align appropriately with their assessments. However, they do not lead effectively to planning the next steps in individual children's learning. Practitioners provide parents and carers with beneficial information about their children's achievements orally, in progress booklets and on secure social media sites.

Practitioners develop children's physical skills successfully. They encourage them to tread carefully on adventure trails and ride bikes around the playground. They also provide effective creative activities, such as creating different rhythms with percussion instruments.

Practitioners develop children's spiritual, moral and social skills effectively. They promote Welsh culture well, such as studying the story of St Dwynwen. They also celebrate diversity beneficially by providing opportunities for children to learn about the Chinese New Year and discuss books that relate to the diversity of the different peoples of the world.

Environment: Good

Leaders work diligently to create an attractive and interesting environment to develop children's skills purposefully. They ensure safe learning and play areas. Leaders ensure that the environment enriches children's well-being, knowledge and understanding and provides beneficial opportunities for children to learn both indoors and outdoors. They complete risk assessments efficiently and outline the actions to be taken to reduce and prevent the risks to children. Leaders ensure that the setting is cleaned very regularly and follow the current infection control guidelines well.

Leaders ensure that the learning and play areas promote children's independence effectively. This enables the children to move around confidently, make wise choices and pursue their interests sensibly. The setting has a suitable area for children to store their personal items, which creates a sense of belonging.

Children have access to a wide and varied range of toys, resources and appropriately-sized furniture. This includes interesting choices of natural resources to nurture children's skills successfully. Toys and resources are set out appropriately and are within the children's reach, which allows them to make effective decisions and choices about what they would like to use.

Leaders ensure that the children's artwork is displayed attractively and this creates a sense of belonging among them. Leaders ensure that there is a good supply of multicultural resources to raise children's awareness of their wider society. They also recycle and re-use materials effectively to decorate the outdoor area. This develops the children's understanding of the importance of caring for their environment.

Leadership and management: Good

Leaders use effective strategies that focus appropriately on improving provision and developing children's outcomes. They have a robust vision and they work together diligently to promote care and enrich children's learning. As a result, their consistent practices and positive attitudes create an interesting environment that provides stimulating experiences for children.

The leaders provide children with pastoral and tender care, which creates a strong sense of belonging. This caring ethos encourages children to do their best and persevere during learning and play. Leaders also hold meaningful discussions with parents and carers about their children's development. They use social media sensibly to provide them with relevant information about their children's achievements at the setting.

Leaders work together purposefully as a team and attend useful training to improve their teaching and care practices. As a result, they are conscientious and eager to

succeed. Leaders also ensure that the setting's statutory documents, policies and practices are updated regularly.

Leaders focus on introducing regular improvements to develop the setting's practices further. They undertake effective self-evaluation procedures, which lead to useful targets for improvement. As a result, they identify the setting's strengths and areas that are in need of attention well. For example, they have recently focused on improving planning to begin to pursue children's interests efficiently.

Leaders ensure that full consideration is given to the views of everyone who is 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 stimulating activities in the outdoor area.

Leaders have a strong relationship with the school. This prepares children for the next step in their education very appropriately and they share the building and resources purposefully. The setting develops children's awareness of their *cynefin* in a satisfactory manner and is beginning to build partnerships with local establishments, such as the library. However, opportunities for children to learn about their local area have not been established effectively.

Leaders follow safe recruitment processes and allocate resources appropriately. They use the budget carefully and prioritise expenditure against the setting's targets wisely. They also fund various resources intelligently, such as supplementing wooden utensils for the mud kitchen and authentic resources and curtains for the playhouse.

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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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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