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 Plant Bach Sarn

Sarn Lifelong Learning Centre
Merfield Close
Sarn
Bridgend
CF32 9SW

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 Plant Bach Sarn

Name of setting	Cylch Meithrin Plant Bach Sarn
Category of care provided	Sessional day care
Registered person(s)	Moira Williams
Responsible individual (if applicable)	Caron Rhiannon Harris
Person in charge	Caron Rhiannon Harries
Number of places	22
Age range of children	2-4
Number of 3 and 4-year-old children	4
Number of children who receive funding for early education	0
Opening days / times	9.20 a.m. – 1.05 p.m. Monday to Friday
Flying Start service	Yes
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	Yes
Date of previous CIW inspection	September 2023
Date of previous Estyn inspection	November 2017
Dates of this inspection visit(s)	26/09/2024
Children receive education from January onwards.	

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 Increase opportunities for children to develop their digital skills.

R2 Ensure that plans focus on identifying the next steps in the development of children's skills.

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 make independent choices and decisions when selecting the activities, experiences and areas where they would like to play. Nearly all are happy on arrival and are greeted warmly by practitioners. Children have access to all the setting's resources independently as soon as they arrive. For example, they are able to go to the books, the construction equipment or to the toys that appeal to them. Children receive support from practitioners while they play and they are given useful opportunities to express their opinions and feelings. For example, children decided whether to take part in an activity in the indoor area or choose to play outdoors.

Nearly all children settle quickly and cope well when leaving their parents and carers, and feel safe. Many remain excited as they are keen to access the setting. Nearly all children interact effectively with each other, practitioners and visitors and are given good opportunities to develop their social skills by talking and discussing while playing.

Nearly all children respect the feelings and interests of others and learn to take turns. For example, they use a sand timer so that everyone has fair access to different popular equipment. They develop their social skills effectively when talking and sharing interests and ideas with practitioners. Nearly all children are willing to support each other, for example when working together to build a tower in the block area or when making a track for the train.

Children have developed a close and warm relationship with practitioners and interact maturely with visitors. Most children are comfortable asking practitioners for

help or to explain something. Most children show enthusiasm in their play and manage their behaviour well. They are very familiar with the daily routine, such as snack time, registration and physical exercise time. They succeed in persevering with tasks and many spend extended periods participating in the various activities. For example, some enjoy activities with clay while others play with digitally-controlled cars.

Most children develop well in line with their age and play together socially. They are encouraged to be independent in line with their age, for example when choosing which resources to use, snack time choices and which activities they would like to take part in.

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 have a thorough understanding of their responsibilities in terms of keeping children safe. They understand their responsibilities for safeguarding children and update their training in a timely manner. They make use of purposeful forms to share their comments and concerns, including injuries reported by parents. Health and safety checks of the indoor environment and outdoor equipment are completed daily. They implement the setting's policies and procedures effectively and successfully. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners have up-to-date first aid certificates and record accidents and incidents thoroughly. Accidents that occur within the setting are not currently analysed formally and regularly. Although the setting does not administer medication regularly, practitioners understand their responsibilities in terms of administering it and keeping it safe. Most practitioners have up-to-date food hygiene certificates, which enable them to provide healthy snacks for the children and food preparation procedures are effective. Practitioners promote healthy lifestyles successfully, by encouraging children to take part in physical activities on a daily basis.

Practitioners ensure children's dignity and privacy when following the nappy changing policy and purposeful records are kept, including records for parents. They follow the setting's policy on positive behaviour effectively and ensure that children keep within boundaries and expectations. For example, they remind children of the importance of not running in the main building. The provision has a purposeful attendance register for children and practitioners.

Practitioners have a warm and natural relationship with the children and always treat them skilfully and with respect. They are kind and regular conversations are heard between practitioners and children. Practitioners encourage children to behave appropriately and teach them to share, wait and take turns. They praise children

regularly, which has a positive effect on developing their skills, their understanding of customs and their self-confidence. During snack time, children are given opportunities to socialise and practitioners use this time as an opportunity to interact with children and discuss their likes and interests.

Practitioners have appropriate procedures for identifying children's needs and interests. They observe children and record comments beneficially. For example, they refer to a child who is coming to recognise different colours or shapes or when a child shows empathy towards a friend who is feeling sad.

Practitioners support children with additional learning needs successfully through effective links with external agencies, including using local authority guidelines jointly with parents.

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

Practitioners act as key workers for a group of children. This allows them to get to know the children very well and they record key events in each child's development and share these developments with the team. This enables all practitioners to respond effectively to each individual's needs successfully.

By providing purposeful resources, practitioners succeed in drawing children's attention to a variety of purposeful activities to develop their skills. For example, they encourage children to use the construction vehicles to move small stones to the mud kitchen.

Practitioners provide effective opportunities for children to develop their literacy and problem-solving skills, and model the Welsh language well. They repeat simple words and sentences regularly. Relevant books are available to the children across the different areas of provision which reflect the area in which they are located. Practitioners read stories regularly and ask questions to promote children's understanding of the story. Provision supports children's numeracy skills well. For example, when listening to a story about Elfed, a practitioner draws attention to Elfed's colours and encourages children to count objects up to 8 in the story.

Practitioners ensure that children develop spiritual, moral and social skills very well. They provide beneficial opportunities for children to take responsibility and to develop an understanding of co-operating and playing with others. For example, by using a sand timer, children share toys such as a digital car without any conflict. Practitioners model kindness and patience and praise children regularly. For example, they display a high five or use a stamp to place a small picture on the children's hands.

Practitioners intervene wisely during the children's activities and allow them plenty of independence. As a result, children play and learn independently for extended periods. For example, practitioners encourage children to develop confidence and manage risk when climbing on the climbing frame and walking along the wooden beams.

Practitioners ensure that provision for developing children's physical skills is sound. They provide an effective range of equipment that allows children to develop physical

balance. As a result, they enjoy rolling, kicking and throwing a variety of balls in and out of a tunnel and into a big, black bucket. Practitioners ensure opportunities for children to develop their creative skills. For example, they encourage them to experiment with felt pens, chalk and clay.

Practitioners provide appropriate opportunities for children to develop their digital skills, for example when encouraging their communication skills by using small mobile phones. However, opportunities for them to develop their digital skills have not been developed sufficiently.

Environment: Good

Leaders ensure that the environment is safe and clean. The setting is situated in a multi-purpose building and visitors are required to be met by staff before being able to access any room. Leaders keep a register of the attendance of children and practitioners which notes their arrival and departure times.

Practitioners keep all records relating to the service safe on site and these are available on request. Building maintenance records are up-to-date and leaders complete regular fire drills. Leaders ensure that the setting and safety equipment are serviced regularly. Leaders have developed purposeful risk assessments which are reviewed regularly.

Leaders ensure that the environment is welcoming for the children. The setting ensures safety and is appropriate for the number of children who attend. The setting has suitable toilets and nappy changing facilities which ensure respect and dignity for the children. Leaders ensure that the environment provides easy access for children to play in the indoor and outdoor areas. The outdoor area provides a variety of opportunities for children to learn and develop. Resources include a small obstacle course, climbing equipment and a play kitchen. The area also provides challenges and opportunities for children to take risks that are appropriate for their age. For example, the outdoor climbing frame enables children to develop their physical skills while climbing. They are encouraged to build with blocks, ride the bicycles and use the natural resources and recycled resources that are outside.

Practitioners ensure that the furniture, equipment and various resources are of a good standard. Furniture for children includes appropriate chairs and tables, low armchairs and household equipment. Practitioners encourage children to learn by using a wide range of resources, including art and role-play resources and clay.

Leaders provide equipment that is made from natural materials, such as wooden furniture and recycled materials, which enable children to experiment with different materials.

Leadership and management: Good

Leaders create a clear supportive ethos within the setting, where children and practitioners feel valued. They ensure that daily routines are carried out effectively and that practitioners have a sound understanding of their roles. For example, leaders ensure that practitioners have an opportunity to suggest ideas when planning learning and play experiences for the children. However, leaders do not ensure that

plans focus effectively enough on identifying the next steps in the development of children's skills.

Leaders follow safe recruitment processes and suitability checks are completed appropriately. They review their policies annually and put them into practice well at the setting.

Practitioners work well as a team and the well-being of each child is at the heart of everything. As a result, all children are happy and excited to attend.

Self-evaluation and improvement planning procedures are very honest. Leaders work effectively with the local authority's advisory teacher and support organisations. They respond purposefully to any recommendations for improvement. As a result, the setting has a good understanding of the areas for development and its strengths. Practitioners work with external agencies and seek advice in relation to child development to ensure that they receive the support they need.

Leaders ensure a programme of purposeful training for practitioners. For example, practitioners receive support and training from support organisations to develop their Welsh language skills further. As a result, practitioners are increasingly confident in modelling the Welsh language with children.

Leaders make good use of grants and order appropriate resources to promote children's skills. For example, they have ordered a climbing frame for the outdoor area to meet the needs of a group of children who are very fond of climbing. As a result, the provision offers beneficial opportunities for children to develop their physical skills.

Leaders and practitioners have a strong relationship with parents. They communicate through regular conversations at the beginning and end of the session. A communication board for parents in the reception area displays useful information, including the pictures and names of practitioners, along with general information and the setting's policies. They also make good use of a closed social media page to inform parents about weekly activities.

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	
17	Within 28 days of receiving a request for an assessment of the service, the registered person must supply to the appropriate office the assessment in the form required.	Achieved
28	The responsible individual failed to ensure that all required suitability checks on staff employed have been carried out prior to appointment at the setting.	Achieved
31	The registered person must notify CIW (via their online account) of any significant events, including staff changes.	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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