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 Min y Ddôl

Plas Kynaston Lane
Cefn Mawr
Wrexham
LL14 3PY

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 Min y Ddôl

Name of setting	Cylch Meithrin Min y Ddôl
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Samantha Holman
Person in charge	Samantha Holman
Number of places	19
Age range of children	2-4 years old
Number of 3 and 4-year-old children	17
Number of children who receive funding for early education	7
Opening days / times	Monday to Friday 9am to 3pm
Flying Start service	Yes
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, or might use, the service.
Date of previous CIW inspection	First post-registration inspection
Date of previous Estyn inspection	March 2015
Dates of this inspection visit(s)	04/05/2023

Summary

Theme	Judgement
Wellbeing	**Good**
Learning **(only applies to three- and four-year-old children who do not receive education in a maintained setting)**	**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 Ensure that procedures for assessment and identifying progress become firmly embedded

R2 Formalise procedures for evaluating staff performance

What happens next

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

Main findings

Well-being: Good

Children have a strong voice and are given regular opportunities to make choices. On arrival, they go straight to choose their favourite area and engage meaningfully with the activity. They are given beneficial opportunities to voice their opinions. For example, they decide which fruit to have for their snack and record their choice on the whiteboard. They are keen to share their experiences during group sessions and are confident that practitioners will show an interest in what they have to share.

Most children settle successfully and feel safe in their environment. They have developed a close relationship with practitioners and are very confident when chatting informally with visitors. For example, they are keen to show a model of the mouth and discuss which foods are bad for our teeth. Nearly all are familiar with the daily arrangements and comply easily with procedures, which creates security for them as they cope with new experiences.

Children develop beneficial social skills. They welcome friends enthusiastically by greeting each other and playing together happily. Most children are well behaved and polite and treat practitioners, peers and visitors with respect. For example, at the dining table, they wait patiently for their turn and respond appropriately to conversations with support from practitioners.

Most children enjoy their play and learning activities; for example, they have a great deal of fun playing the drums. Nearly all move confidently from one area to another and respond excitedly when taking part in activities. They use the equipment to develop their physical skills by balancing and travelling along a trail. They use a

camera to take pictures of their journey and show a great deal of pride in their achievement.

Children enjoy beneficial opportunities to develop independence, which enables them to do things for themselves successfully. They solve problems confidently, for example when exploring how to create a ramp that's suitable for cars. They move resources from other areas and use them appropriately to discover how to make the car travel a long distance. After arriving in the morning, they place their belongings on their pegs and take responsibility for their personal hygiene during the day. With support, they wash their hands after going to the toilet or after changing their nappy. As a result, most children develop their a good level of independence.

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

Most children make sound progress during their time at the setting. They play happily and contentedly with their friends and develop a close and supportive relationship with practitioners.

Children's oral Welsh skills are developing well, although the Welsh language is a second language to most of them. Most recognise a wide range of vocabulary and demonstrate a good understanding when responding to instructions and questions from practitioners. A minority are beginning to use familiar language patterns spontaneously with their friends. They use vocabulary skilfully, discuss colours and sing confidently, for example when responding in the song *'Beth yw dy enw di?'*.

Most children listen well to each other and practitioners and respond kindly to each other during their activities and snack time. Their early reading skills are developing well. For example, many relate to books confidently and enjoy turning pages and considering what happens in the story. They develop early writing skills effectively by developing appropriate fine motor skills to hold and handle different implements. In the outdoor area, many make marks with chalk and pens and are proud of their achievements.

Most children's numeracy skills are developing well. They respond confidently to opportunities and encouragement from practitioners to identify shapes. They count with increasing confidence when checking how many toys they have or seeing how many children are at the setting today. Most use digital equipment appropriately, for example when controlling a small electric car. They give the car clear instructions to go forwards, backwards, right and left. Children take pictures with cameras and use equipment to find materials that are made of metal. They choose the equipment they would like to play with maturely and confidently and ask for support from their friends or a practitioner, when necessary.

Most children's physical skills are developing strongly, for example when walking across the balance beam while using a camera to take a picture at the same time. They move equipment independently to enrich their experiences and solve problems, for example when trying to see how to use water to move small cars along a pipe into the water tub. They celebrate with their friends after succeeding in this challenge.

Most children demonstrate good creative skills. For example, they create pictures by using paint and mud completely independently and create crowns for practitioners and decorate them beautifully.

Care and development: Good

Practitioners understand their responsibilities and implement robust policies and procedures in terms of keeping children safe and healthy. They implement risk assessment systems and complete effective daily checks to identify and reduce risks. Practitioners complete accident and incident records and these are signed by parents and carers as evidence that they receive regular information. All practitioners are confident about how to act should they have any concerns about a child's safety. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners promote healthy eating and physical activity. For example, they hold yoga sessions with the children and ensure daily activities outdoors to get fresh air. Nappy changing procedures align with the current guidelines on infection control. Practitioners attend training to support any child with additional learning needs to ensure that they have the most up-to-date information to support children's needs effectively.

Practitioners develop a warm relationship with the children by treating them with care and respect. They praise the children often, which has a positive effect on developing their self-confidence and their understanding of the importance of respecting each other. All practitioners use positive language, which also promotes good behaviour and supports children to manage their choices effectively. They talk appropriately to the children and take advantage of opportunities to feed new Welsh vocabulary.

Practitioners know the children well and respect their wishes and preferences. For example, they respond to a child's interest in creating a crown after noticing other children's crowns. Practitioners develop effective opportunities to respond to children's interests and question them purposefully. They take advantage of an opportunity to count animals' legs and feed new vocabulary while children paint a picture of the beach.

Practitioners are sensitive to children who choose not to undertake specific tasks and allow them to follow their own path. They ensure that children have a beneficial understanding of sustainability and recycling by providing them with authentic experiences. They provide various recycling facilities and children use them independently during art and craft activities, in addition to snack time.

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

Practitioners work together effectively to plan beneficial learning and play experiences that respond to children's needs. They are consistent and effective in the way in which they build children's confidence and encourage them to be independent. They encourage children to take risks and explore. Leaders and practitioners have developed appropriate plans that reflect the principles of the Curriculum for Wales and respond to the children's stages of development

successfully. They consider children's interests and adapt resources and challenges, where necessary. For example, as a result of some children's visits to the seaside, a decision was made to build on this interest by reading a story about Dewin and Doti at the beach.

Practitioners decide skilfully when to intervene in play and when to allow the children to play spontaneously with their friends. They understand the importance of their role in facilitating learning and use of a range of effective teaching methods.

Practitioners plan effectively to develop children's skills. They encourage children skilfully to use their Welsh and build on their understanding and confidence successfully. They add resources skilfully around the setting to develop the children's literacy, numeracy and digital skills naturally while they play.

Practitioners question skilfully and give children time to think for themselves. Opportunities for children to play for extended periods are well-established. Practitioners facilitate learning successfully and encourage the next step in children's learning and development. For example, they suggest that children could use a tyre to create an accurate circle shape.

Practitioners provide valuable opportunities for children to develop an awareness of their Welsh culture by marking celebrations such as St David's Day and drawing the red dragon and a daffodil. They learn about people from different backgrounds by using a range of resources and learning about the celebrations of different cultures. Practitioners organise an effective range of visits that promote children's learning experiences successfully, for example to local places such as the library and a nearby country park.

Procedures for identifying children's progress have been established recently and are a current priority for leaders. These arrangements are based on sound principles and respond appropriately to the requirements of the Curriculum for Wales. Practitioners conduct regular observations and opportunities to discuss necessary adaptations to provision. However, these procedures are still becoming embedded and it is too early to come to a conclusion on their effect.

Environment: Good

Practitioners ensure a safe environment for the children. Visitors are asked to sign in promptly and a detailed record is kept. Relevant risk assessments are in place for the building, the outdoor area and specific activities. These feed into the daily checklist and practitioners implement it to reduce the risks to children. Practitioners conduct fire drills in line with those of the local school so that children become familiar with the procedures. Practitioners ensure that systems for picking up children and admitting them at the beginning and end of sessions are thorough.

Practitioners ensure that children receive care and education in an environment that has been planned and set out to promote their independence and encourage them to learn. The play areas ignite the children's imagination exceptionally well and enable them to take risks, such as travelling along a wooden trail by using planks of wood and a tree stump. These areas provide valuable opportunities for children to develop their skills successfully. There are good facilities available for children to use the

toilet and handwashing basins independently and these ensure and respect their privacy. The indoor and outdoor areas are organised appropriately to provide a wide range of stimulating experiences that encourage children to move from on activity to another effectively. Practitioners ensure that the environment is welcoming and attractive displays create a strong sense of belonging. For example, the children's self-portraits welcome them to the setting and the birthday tree celebrates important dates. Cozy corners have been set out appropriately to provide opportunities for children to rest and have quiet time to concentrate.

Practitioners keep resources at a low level to enable children to choose independently and pursue their individual interests. For example, children use equipment to move water from the reservoir and set out pipes to race cars in the water tub. As a result, children are very familiar with fetching and returning equipment to the appropriate places and experimenting for themselves. Furniture, equipment, toys and resources are appropriate and of a high standard and are well maintained. Children's personal and social development is also encouraged well through access to multicultural toys and books.

Leadership and management: Good

The person in charge, who also fulfils the role of the responsible individual, provides her colleagues with robust and effective leadership. She is extremely dedicated and shows enthusiasm in all aspects of her work. Similarly, practitioners fulfil their roles sincerely and effectively and work well together for the benefit of the children in their care. They are kind and consistent with the children and very supportive of each other. The role of the management committee is well-established. They provide consistent guidance and support and support the person in charge and practitioners in a practical manner. They respond promptly to key issues, when necessary.

Leaders make effective use of a good range of evidence to self-evaluate the setting's work. This is a continuous process of identifying the setting's strong aspects and those that need to be developed further. Useful information comes from parent questionnaires and consideration is given to the children's views. The improvement plan is a useful document that sets and evaluates appropriate priorities.

Suitable arrangements have been established to evaluate practitioners' performance annually. Leaders observe practitioners at work and hold informal discussions with them about their development needs and aspirations. There are also regular opportunities for practitioners to discuss their needs in staff meetings. However, these procedures have not yet been developed and formalised in full.

Recruitment arrangements are managed effectively and there is a sufficient number of practitioners who are qualified to a suitable level to meet the needs of provision. Leaders support practitioners effectively and focus continuously on ensuring engaging learning experiences for children in a familial and happy environment. Practitioners are given regular professional learning opportunities, including the opportunity to attend training on how to develop children's independence.

A good range of partnerships have been established that enrich children's learning experiences successfully. Practitioners work closely with parents and carers to respond to children's needs and interests. Leaders and practitioners work closely

with local authority officers and support agencies to develop provision continuously. The provision is situated on the site of two primary schools and benefits from close links with the schools. A close relationship has been established with the nearby Welsh-medium primary school. This facilitates the transition process as children move on to the next stage of their learning.

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: 10/07/2023

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 10 July 2023