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 Bodawen

Post Office Lane
Denbigh
LL16 3UN

Date of inspection: April 2023

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Bodawen

Name of setting	Cylch Meithrin Bodawen
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Kathryn Nash
Person in charge	Carys Jones
Number of places	19
Age range of children	2-4 years
Number of 3 and 4 year old children	18
Number of children funded for early education	13
Opening days / times	Monday – Friday 9.00am – 2.45pm
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service which provides the Welsh Language 'Active Offer'. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of children who use or may use the service.
Date of previous CIW inspection	First inspection following registration
Date of previous Estyn inspection	2015
Date(s) of this/these inspection visit(s)	25/04/2023
The service was established in 1966. The leader has worked in the setting since 1999 and has been leader since 2003. The deputy leader has been in the role since 2006. The team has a clear understanding. They have welcomed a third member during the last year who is keen and works agreeably with others. After more than half a century on the premises, they are preparing to move to a new building on the grounds of the nearby Welsh school. Around half of the children speak Welsh at home.	

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)**	**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 opportunities to develop children's verbal skills by using information and communication technology equipment

R2 Provide opportunities to promote children's independence and confidence effectively during meal times

What happens next

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

Main findings

Well-being: Good

Children have a strong voice and they make good choices and decisions regularly. They enjoy the freedom to move confidently around the indoor and outdoor learning areas. Most children help themselves to resources within the play areas effectively. For example, they move from table to table painting or experimenting with the light board and the musical instruments. They know that their wishes and feelings are considered fully. They ask for support before going to the toilet and when using some resources in the indoor and outdoor areas.

Almost all children settle quickly and are happy at the setting. They cope very well when separated from their parents and carers and children feel safe in the care of practitioners. For example, they enjoy spending time studying the Belonging Board which includes pictures of children's families. Almost all children settle very quickly and socialise, chat, laugh and sing while playing. They develop close and warm relationships with practitioners and interact well with visitors. Children show their work enthusiastically to practitioners and are eager to demonstrate their skills to visitors. Children are familiar with the setting's daily routine and cope well with changes to the daily timetable.

Most children develop good socialising and interacting skills and share easily when playing. For example, they work together to fill and empty a wheelbarrow, waiting their turn patiently. They also enjoy counting together and solving problems demonstrating a good level of resilience. Almost all children are polite and show respect towards practitioners and their peers. For example, when playing with a wooden tea set, they enjoy interacting and seeing their peers succeed. Most children

enjoy taking responsibility. For example, during an activity experimenting with scissors, children concentrate when cutting and show enjoyment when receiving praise from practitioners.

Most children are conscientious, energetic and enthusiastic. For example, they sing when playing in the water or when painting at the easel and put on and take off their aprons independently. Most develop their physical, literacy, numeracy and creative skills effectively. For example, they enjoy concentrating and experimenting for long periods of time with a bugs exhibition, hiding them under pieces of wood. Most children concentrate purposefully on their work when experimenting with resources. For example, in the outdoor area, they entertain themselves and focus on putting golf balls into water pipes and watching them zig-zag down before dropping into a basket on the floor.

Most children develop good independence skills. For example, when using the toilet, washing and drying their hands and eating. They show pride when completing tasks such as spreading butter on a cracker and show delight when they receive praise and succeed. Most children make choices and can make good decisions about how to spend their time. As a result, they persevere purposefully when learning and take pride in their achievements. For example, they learn how to wipe their noses independently in the ‘sniffles corner’.

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

Most children make good progress in their learning. They develop strong physical skills and develop numeracy and problem-solving skills effectively. They show resilience and immerse themselves fully in their play. Almost all children make strong progress in their literacy skills. For example, almost all of them enjoy listening intently to a story and respond purposefully to questions, recalling passages from the text successfully. They express themselves well using a range of vocabulary and full sentences, for example, when discussing how to make soup in the mud kitchen. Most children enjoy mark-making using a range of large and small mark-making tools successfully, for example, when making pictures of colourful bugs.

Almost all children use mathematical language correctly in a range of contexts. They make strong progress with their numeracy skills and experiment confidently with shapes, sizes and patterns. They take pride in creating a symmetrical butterfly stating that they have created a reflection. Almost all children count objects confidently up to five, with many counting up to ten when arranging teddies according to colour. Around half the children are starting to recognise numbers well, for example, when placing stones in the appropriate place on a number line.

Most children work together effectively when choosing the appropriate tools to move water to the mud kitchen. Almost all children use the talking tins independently to enrich their play and learning. However, opportunities to use digital equipment to promote communication skills are limited.

Almost all children develop their creative skills well by painting a symmetrical butterfly independently, and creating bugs using felt pens. They take pride in seeing their pictures exhibited in the gallery. They develop their fine motor skills successfully by creating different kinds of models using dough. Most children show enjoyment when singing familiar songs during play and story sessions. For example, they sing happy

birthday to Doti enthusiastically. Almost all children demonstrate strong physical skills and manage risks effectively themselves. They climb the steps of the slide and slide down in various ways. They throw and catch balls successfully and walk along the wooden beams skilfully. They push a buggy, in which a child is sitting, very skilfully. They develop their fine motor skills effectively using scissors to cut paper.

Care and development: Good

Practitioners prioritise children's health and safety successfully. They understand their roles and responsibilities well and implement the setting's policies and procedures effectively. Practitioners have up to date first aid certificates and they have a thorough understanding of children's individual needs. They follow procedures carefully and keep accurate records of accidents, incidents and medication. Practitioners have up to date food hygiene certificates and the procedures are effective. For example, they disinfect surfaces carefully before snacks, wear gloves when preparing food and wash their hands regularly. They are aware of children's health needs and they have clear procedures to support those needs.

Practitioners have a firm understanding of safeguarding children processes and are confident in implementing them should they have any concerns. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Leaders ensure that the staffing ratios are suitable at all times and ensure that the admission and leaving procedures are safe and effective.

Practitioners have an affectionate and warm relationship with children and treat them with care and respect. They interact naturally and explain to the children how to respect each other and support them in doing so. Practitioners are very good role models and interact positively, listening, working together and explaining things in a clear and caring way. For example, practitioners build children's confidence on arrival by using a series of images on talking pegs which show the routine for the session.

Practitioners develop very good relationships with children and they have a clear understanding of their needs and individual wishes. Additionally, the setting has purposeful procedures and networks in place to support children with additional learning needs. Practitioners create an atmosphere and environment which nurture care and they show respect at all times. Practitioners encourage children's independence in a kind and sensitive manner and provide encouragement to build on their individual skills in order to develop their self-esteem. However, they do not provide opportunities to develop children's independence fully at meal times. Practitioners expand children's learning experiences spontaneously. For example, in the outdoor area, they chat with children about the caterpillar encouraging them to think and offer their own ideas.

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

Practitioners provide appropriate learning experiences and opportunities which develop children's skills in different contexts. Children are given enriching opportunities to apply a range of skills when discussing colours and patterns on the butterfly's wings. Practitioners encourage children to name and identify the colours in Welsh and model vocabulary successfully. However, opportunities for children to

develop skills by using information and communication technology equipment when playing are limited.

Practitioners are effective language models and constantly feed vocabulary, for example, when playing a transport lotto game. They plan a wide range of valuable experiences which respond effectively to children's interests. Consequently, most children are engaged in their play for increasing periods. Practitioners adapt the resources available guided by children's interests and change the selection of resources on the tables in response to children's voice during the sessions. For example, they add natural resources, such as twigs, leaves and stones to the outdoor areas as children prepare soup.

Practitioners have a sound knowledge of child development and offer effective provision that challenges almost all children successfully and allows them to make their own choices. They intervene skilfully in children's play, offering them beneficial opportunities for independent learning. For example, they encourage children to listen to the recording tins as they play and experiment in the music area with a range of instruments.

Practitioners interact effectively with children. They ask questions skilfully, impacting positively on children's thinking and communication skills. For example, when children discuss the butterfly, practitioners ask them what colours they're using, how the butterfly moves, where did the butterfly come from referring back to previous learning about the Very Hungry Caterpillar.

They plan valuable opportunities to develop children's literacy and numeracy skills and model the Welsh language well.

Practitioners develop children's creative and physical skills consistently well and offer children practical opportunities to develop their skills effectively, for example by creating a secret garden at the bottom of the garden and a den to enable children to feel comfortable in the outdoor area.

Additionally, practitioners make use of the local area to enrich children’s learning experiences and play and to support their awareness of their community. For example, they enjoy going for a walk to the local library to look for books and buying ingredients in the local shop to use during cookery sessions.

Practitioners develop children's spiritual, moral and social skills well. They develop their curiosity about the world around them by celebrating cultural occasions such as the Chinese New Year.

Practitioners successfully nurture values such as honesty, fairness and respect. They praise children constantly when they share resources and are kind to others.

They promote children's awareness of Welsh culture effectively using a range of activities and celebrations such as Saint Dwynwen's Day and Saint David's Day and celebrating the centenary of the Urdd movement.

The setting has purposeful observation and assessment procedures, which enable practitioners to use the information to plan a good range of appropriate learning and play opportunities. In addition, practitioners provide good information to parents and carers about their children's progress via face to face discussions.

Environment: Good

Leaders ensure a safe and clean environment for children. Visitors cannot access the setting unless they are admitted by leaders or practitioners. Visitors are asked to sign in promptly and detailed records are kept on site. The building's maintenance records are up to date and leaders ensure that fire drills are conducted regularly. Children and practitioners' records are kept confidential.

The service is based in an old building, whose history of play and care is evident as children continue to enjoy playing with historic equipment such as the slide and easel. Leaders ensure that the setting and the equipment to protect the environment are serviced regularly, for example the fire equipment and the first aid boxes. Leaders conduct effective risk assessments for the setting along with the outdoor areas, and these are reviewed skilfully. For example, leaders have conducted a risk assessment for one outdoor play area and as a result, it is not used in order to ensure complete safety. Leaders ensure that a range of useful and purposeful notices and posters are displayed around the setting, supporting their clear procedures, such as a safeguarding children flow chart.

Leaders ensure a high-quality environment, which offers a welcoming, friendly and warm ethos. The indoor environment has plenty of room for the number of children who attend daily. Leaders provide suitable toilet facilities along with designated facilities for washing and drying hands and changing nappies, which respect children's privacy and provide opportunities to promote their independence. 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. This space offers enchanting areas; the story tree provides shelter, there are large tyres containing sand and stones, and a secret area with a shed which offers imaginative and creative play experiences. Leaders ensure a good balance between promoting children's safety and supporting them to take risks. For example, children are challenged to fill, carry and empty a range of containers, moving and handling them in imaginative ways.

There are diverse and purposeful resources, kept at a low level, in all the indoor and outdoor areas. Consequently, children have access to a wide range of toys, resources and equipment, enabling them to choose independently and follow their individual interests, for example wooden and natural resources, high-quality resources in the maths area such as magnetic numbers and loose objects such as shells in the investigation area. The outdoor area enables children to develop their physical, creative and experimental skills effectively. Toys and resources are suitable and of a high standard. They are clean and well maintained. Children's personal and social development is well-encouraged by providing opportunities for children to play with multicultural resources. For example, dolls, books and resources from different cultures are available both inside and outside. In addition, they are given opportunities to learn about specific days and occasions. For example, the Urdd celebrations, and dedicated exhibitions on Wales and the Chinese New Year.

Leadership and management: Good

The responsible individual and the conscientious trustees ensure that efficient processes focus directly on making ongoing improvements to the setting's

procedures. The leader is very experienced and has high expectations for the children. She has managed to create a homely atmosphere for the children.

Leaders co-operate excellently as a team to offer high quality care and support. Leaders manage practitioners conscientiously through their supervision and appraisal procedures. They identify staff's strengths in detail and what they need to develop professionally. Supervision arrangements ensure the accountability of all practitioners regarding the standard of provision and children's outcomes as well as offering them beneficial opportunities to develop professionally.

Leaders make beneficial use of relevant training to develop practitioners' skills, for example by raising their awareness of the Curriculum for Wales. Leaders have simple and effective arrangements for identifying strengths and areas for improvement. They make valuable use of feedback from the local education authority's advisory teachers and feedback from parents and carers, as part of these procedures.

Leaders make beneficial use of any grants to improve experiences for the children. Recently, they have invested heavily in new resources for both the indoor and outdoor areas, leading to increased valuable experiences for children. Leaders allocate resources successfully. They use the budget effectively and prioritise spending appropriately. They have ordered a marker board for the outdoor area, and a den to create an area where children can have some peace.

Practitioners have an excellent partnership with parents. They make effective use of social media to inform parents about the service and to offer guidance as needed. The setting's brochure is shared with parents before their child starts at the provision, which provides information about the setting's procedures.

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

© Crown Copyright 2023: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

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

© Crown Copyright 2023: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 30/06/2023

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

© Crown Copyright 2023: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 30/06/2023

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published 30 June 2023

© Crown Copyright 2023: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 30/06/2023

© Crown Copyright 2023: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 30/06/2023