A

Arolygiaeth Gofal Cymru
Care Inspectorate Wales

report on

Estyn

Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

Cylch Meithrin Rhosybol

Ysgol Gymuned Rhosybol
Rhosybol
LL68 9AP

Date of inspection: March 2023

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Rhosybol

Name of setting	Cylch Meithrin Rhosybol
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Catrin Eiri Williams
Person in charge	Rita Ridgway
Number of places	15
Age range of children	2 and a half to 4 years old
Number of 3 and 4 year old children	8
Number of children funded for early education	5
Opening days / times	Monday to Thursday from 11:45am until 3:00pm during school term time.
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	This is the first inspection since the setting was registered in 2020.
Date of previous Estyn inspection	18/05/2015
Date(s) of this/these inspection visit(s)	28/03/2023
Additional information	

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

R1 Plan and provide purposeful opportunities for children to learn about different cultures

What happens next

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

Main findings

Well-being: Good

Almost all children are happy and content at the setting. They cope well with leaving their parents and are eager to immediately join in with their friends and play when they arrive. Almost all children are confident in making decisions and choosing how they spend their time. Children follow their interests and take part in the planned activities in their own time as the activities and toys are laid out effectively and within reach. Almost all children show respect towards the equipment.

Almost all children are familiar with the daily routine and have a positive relationship with practitioners, which gives them a sense of security. Most children express themselves confidently. They share ideas, answer simple questions and express any need for support successfully. Most children know that their opinions will be respected by practitioners. For example, when sharing their favourite activity from the session during circle time, children smile when practitioners listen carefully and ask them more questions.

Most children have started to make friends. They are eager to greet each other and to chat during lunch times and snack times. Most children interact well with their peers and enjoy playing and completing tasks together. For example, by working together to bake a cake for the practitioner in the play house. They help each other and give each other instructions about which ingredients to add next and discuss and chat enthusiastically. Most children are happy to share resources with their friends and learn important social skills well. For example, when playing with the trains, they are happy to take turns to place pieces of the track and to roll the trains along the track.

Almost all children enjoy their play and learning. They concentrate and persevere well when undertaking tasks, and enjoy experimenting with different materials and equipment. For example, they had lots of fun creating a pasta dish for one of the practitioners, adding fresh herbs and dried herbs to the dried pasta. Most children are inquisitive about the world around them and enjoy playing and using their imagination, such as playing imaginatively in the role play area and the small world area.

Most children choose activities independently and follow their interests effectively. They develop good independence skills, for example, putting their food boxes in the appropriate place and placing their water bottles in the purposeful pockets after lunch. Most children persevere well when attempting to complete tasks for themselves. For example, when changing the dolls' clothes and taking the lids off the dried herbs.

Learning (only applies to three and 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 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 prioritise child safety well. They implement effective procedures to ensure that children are both healthy and safe. They have all attended relevant child protection training, and are familiar with the procedures to follow should they have any concerns about a child. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern. In addition, all practitioners have completed paediatric first aid training which prepares them to provide appropriate treatment if needed. Any accidents are recorded effectively in a specific book. Practitioners ensure that the children are aware of how to evacuate the premises safely and quickly in an emergency by conducting regular fire drills and recording these drills effectively.

Current procedures are used well to prevent the spread of infection. For example, practitioners encourage the children to wash their hands after using the toilet and before eating their snacks. Practitioners promote physical activity successfully. They ensure that there are valuable opportunities for the children to develop their physical skills and spend time outdoors in the fresh air on a daily basis.

All practitioners have formed positive relationships with the children. They speak to the children kindly and treat them with care and respect. All practitioners use effective and consistent strategies to promote positive behaviour in accordance with the setting's policy. For example, they distract children with another activity if they find it difficult sharing or taking turns, and provide a clear explanation when their behaviour is not acceptable. All practitioners model social skills effectively when playing with the children. They encourage them to say thank you and praise each other during activities.

Leaders ensure that there are purposeful arrangements for identifying and supporting children's individual needs, including children with additional learning needs. Practitioners collect a range of information about preferences, needs and any other relevant information before children start at the setting. This enables the practitioners to plan effectively for their arrival. Leaders ensure that there are effective procedures in place for referring children in a timely manner to external agencies for support and practitioners undertake additional training if needed. Consequently, there are robust procedures in place to ensure all children's needs are met effectively.

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

Practitioners are welcoming and caring. They successfully create a pleasant learning environment with a specific emphasis on developing the Welsh language. As a result, the children enjoy attending sessions. In the examples of best practice, practitioners talk constantly when playing alongside the children, modelling the language competently and using every opportunity to enrich the children's vocabulary. One example of this was when the practitioner offered the Welsh word ‘cymysgu’ after a child had used a word similar to the English word to describe the process of preparing the paint. Practitioners encourage the children to show an interest in books from a very early age. As a result, children go to the reading area and choose their favourite books naturally, and discuss the stories. Practitioners use opportunities to discuss the story skilfully, for example by challenging the children to describe what they see in the pictures, or to guess what happens next.

On the whole, practitioners plan valuable learning experiences based on the requirements of the Curriculum for Wales. They enrich the learning and play areas in order to fire the children's imagination successfully. For example, they put Easter resources in the crafts area. Children discuss the ‘plisgyn yr wy’ ('*egg shell*') that will be part of their collage. This helps them to develop their Welsh skills and their creative skills successfully and develops the children's curiosity of the natural world. Practitioners ensure that the children have access to digital equipment to develop their communication skills. For example, they encourage the children to speak into a hand-held radio, giving suggestions to the shyest children of what they could ask. They provide valuable opportunities for the children to develop numeracy skills, for example by singing the song ‘Pum Robin Goch’ that develops the children's early understanding of addition and subtraction effectively.

Practitioners make very effective use of the outdoor area. For example, the children develop their fine motor skills by baking a chocolate cake in the mud kitchen, and their gross motor skills by riding scooters and trikes. Practitioners provide the children with valuable opportunities to decide which areas they would like to play in. However, practitioners do not always plan carefully enough for a very small number of aspects. For example, although they have enriched the provision with multicultural resources, they do not plan enough opportunities for children to learn about diversity.

Practitioners organise a good range of visits to enrich the children's experiences in a purposeful manner. This is a strong element of the provision that enables the children to learn within real life contexts. For example, they visit local shops such as the post office and the hairdressing salon. They learn about the people who help us by sitting in a policeman's car, and learn about our local community by visiting a milk hut and a farm to see where milk comes from.

Practitioners have suitable processes in place to track children's progress. They record stages of progress in ‘taith dysgu’ ('*learning journey*') books. This includes the use of observations to record when they identify important stages in their development. They intervene appropriately following observations in order to support the children to develop further. For example, they identify new key words related to nature and provide flash cards to help the children to remember the words.

Environment: Good

Leaders prioritise child safety by implementing procedures that ensure that any potential hazards are monitored and managed effectively. They have formulated thorough risk assessments to outline potential risks and the action taken to reduce or prevent the risk to children. They have also reviewed these documents regularly, and undertake additional assessments in relation to any new activities. Where any hazards are identified, practitioners deal with these hazards quickly and effectively.

Leaders ensure that the learning and play areas are pleasant, comfortable and cosy, with plenty of room for the children to move around freely. They ensure that children develop a sense of belonging by displaying examples of children's work and photographs on the walls. The playroom is arranged into purposeful learning areas, with a variety of materials and natural resources that enrich the children's experiences. For example, there is a recycled television and phone in the role play area and a variety of real fruits and vegetables in the 'shop'. Leaders have developed the outdoor play area to offer a variety of activities and purposeful

opportunities for the children to play and develop an awareness of the world around them. For example, the mud kitchen that contains herbs and natural ingredients to add to the sand offers the children valuable opportunities to experiment and role play naturally.

Leaders ensure that there is a wide range of interesting and exciting resources and equipment available in the playroom. These are of good quality and are stored at a low level so that children can choose them independently without any adult intervention. Practitioners keep a detailed record of when the play areas, toys and resources are cleaned. This happens on a regular basis in order to ensure that resources are kept clean and in good condition. Leaders have started to invest in resources to promote the children's awareness of different cultures. This helps the children to learn to be tolerant citizens and to understand differences in the world around them.

Leadership and management: Good

The leader creates and maintains a homely and lively atmosphere with a clear emphasis on developing Welsh language skills and celebrating Welshness. She incorporates positive professional behaviours and helpfully models a high standard of pedagogy for the other practitioners. All practitioners collaborate successfully as a team. They are supported by a committee and a newly appointed responsible individual who is starting to identify the setting's strengths and areas for improvement.

Leaders self-evaluate the provision appropriately and create a valuable annual report. This reports focuses appropriately on various aspects of the service, and the best practice examples lead to improvements to the children's experiences. For example, they added a family wall in order to strengthen the sense of belonging at the setting. Despite this, leaders do not always evaluate the effect of the provision on the children's skills effectively enough. Leaders create strong development plans that identify suitable priorities for improvement. For example, they have recently increased the opportunities for the children to use a range of digital resources.

Leaders manage the budget wisely. They prioritise expenditure in order to improve the children's experiences. For example, they are using a grant given by a community group to develop a shelter in the outdoor area that enables the children to use the resources during bad weather.

Leaders operate safe recruitment procedures and have good arrangements for evaluating practitioners' performance. They supervise and evaluate their work regularly and ensure there are opportunities to attend training to meet the children's individual needs. For example, all practitioners have attended specialist training to assist children with communication difficulties and to be able to care for children with medical needs. Consequently, practitioners are confident and competent and can undertake their roles effectively.

Leaders work closely with other partners such as the early years advisory teacher. As a result, they have been able to refine the provision to meet the requirements of the Curriculum for Wales. In addition, the setting has a close relationship with the primary school where the provision is located. For example, they attend events such as joint sports days.

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

This document has been translated by Prysg.

© 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: 06/06/2023

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		
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.

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 06 June 2023