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 Ysgol Dewi Sant

Ysgol Dewi Sant
Rhuddlan Road
Rhyl
Denbighshire
LL18 2RE

Date of inspection: February 2024

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Ysgol Dewi Sant

Name of setting	Cylch Meithrin Ysgol Dewi Sant
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Joy Lee
Person in charge	Joy Lee
Number of places	32
Age range of children	2 - 4 years old
Number of 3 and 4-year-old children	39
Number of children who receive funding for early education	10
Opening days / times	9:00 – 3:00
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 and makes every effort to promote the use of the Welsh language and Welsh culture.
Date of previous CIW inspection	26 May 2021
Date of previous Estyn inspection	
Dates of this inspection visit(s)	06/02/2024
Very few children come from Welsh-speaking homes.	

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	**Adequate**
Leadership and management	**Adequate**

Non-compliance

We notified the provider of Areas for Improvement where the setting was not complying with the regulations. A notice was not issued, but this was identified as an area for improvement and the Responsible Individual must address this. Information on all non-compliance will be included in an Action Improvement Summary, which will be published on CIW's website only.

Recommendations

R1 Ensure that observations feed into planning to promote development and progress in children's skills

R2 Improve provision in the outdoor area to develop children's skills in full

R3 Address the areas of non-compliance identified during the inspection

R4 Ensure that leaders have a full overview of their responsibilities

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 are happy within the learning and play environment and make choices and decisions for themselves effectively. They enjoy the freedom to move confidently around the learning areas and choose activities that interest them. For example, they enjoy painting freely and role-play purposefully in the playhouse. Most make independent choices during snack time. They choose when they would like to visit the food corner to choose their fruit and yoghurt and explain if they would like butter on their toast.

Most children have settled well at the setting. They arrive happily and go to play with their friends straight away. Most show affection towards their practitioners and approach them happily and comfortably when leaving their parents and carers. They develop close and warm relationship with practitioners and interact well with visitors. For example, they enjoy discussing their drawings of dinosaurs and showing pictures of themselves on the 'Our Family Tree' wall.

Most children have begun to make friends and form positive relationships with their peers. They interact well and develop their social skills when talking together in small groups and sharing resources when playing. A good example of this is the way the children work together to build a tall tower, waiting patiently for their turn and encouraging each other to succeed throughout the activity.

Most children enjoy their play and learning, for example when filling and emptying cups and counting to three while pouring the water excitedly. Most concentrate well and experiment confidently for periods, for example when placing the triangles in order and playing in the sand and water tub. A majority of children choose to go outside to play in the rain. They love to run and blow bubbles excitedly. Most children respond well to praise and are keen to share their successes. For example, they show pride in their artwork when it is displayed on the walls.

Most children develop good independent skills. They are familiar with the setting's daily routines and know what comes next. Most are able to meet their personal needs by going to the toilet and washing and drying their hands independently. Most children are confident when choosing and preparing their snack and drink with encouragement and tidy up appropriately after they have finished. They persevere purposefully when playing and are proud when they complete an activity independently.

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

Nearly all children are newcomers to the Welsh language on arrival at the setting, but most make appropriate progress from their starting points. Most develop strong personal, social and emotional skills and play together wonderfully.

Most children communicate effectively with each other when playing in the various areas, for example when feeding a doll in the playhouse and building a rocket in the small world. Most express their feelings and emotions when responding confidently to music. They repeat simple nursery rhymes and songs and dance to the sound of familiar music. Most children's listening skills develop purposefully. They listen carefully and sensitively to each other's contributions during circle time as they discuss their feelings and the weather. Most understand instructions and respond appropriately. For example, they repeat the practitioner's sentence patterns when discussing the weather, confirming that it is *"wyntog iawn ac yn bwrw glaw"* ("very windy and raining").

Many children show an interest in books and enjoy listening to stories that are read to them by practitioners in the cozy well-being nook. They are willing to discuss the content of the book with an adult and respond to questions effectively. For example, they love looking for the animals hiding in the book and describe them in simple language. Most children begin to develop their early writing skills effectively. For example, they choose suitable equipment to colour the dragon and make a St Dwynwen's Day card. They also enjoy making marks purposefully with different implements, such as chalk, paint and pencils while playing in the various areas.

A majority of children develop appropriate numeracy skills and use simple mathematical language in suitable contexts. For example, they count 5 insects and

count to 10 with blocks in the small world. They solve problems correctly when creating a long rocket and match mats to the correct numbers and place them in order with support from an adult. Many children recognise various patterns effectively when pairing socks correctly and matching 2D shapes.

Many children familiarise themselves with using digital equipment confidently while playing. For example, they use the microwave in the playhouse and the keyboard in the music corner. By using digital devices naturally in this way, children express their creativity effectively. A minority of children enjoy making marks on the interactive whiteboard by using a digital pen and play games purposefully on an electronic tablet.

Most children enjoy being outdoors, running and blowing bubbles. Most children's fine motor skills develop well, for example when putting the shapes in the holes, cutting dough with a knife and putting on socks in the role-play area. However, children's physical skills have not been developed in full.

Most children's creative skills develop effectively. They make wise choices about what to use to create their work, such as choosing a paint colour or marking equipment in the creative area. A majority of children express themselves confidently when role-playing, for example when creating space with coloured blocks in the small world. Most express themselves creatively through music by playing instruments enthusiastically and making a variety of movements in response to different nursery rhymes.

Care and development: Good

Practitioners safeguard all children effectively and prioritise children's health and safety effectively. They understand their roles and responsibilities and implement the setting's policies and procedures purposefully. Practitioners have received training on child safeguarding and are confident about how to act if they have any concerns about a child. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners complete detailed risk assessments and follow thorough procedures to supervise children carefully to ensure their health and safety. Practitioners have up-to-date first aid certificates. They understand the need to keep records and follow procedures to ensure children's safety, for example when administering medication and recording accidents. Practitioners promote healthy eating and drinking by providing a healthy and nutritious snack and offering children water or milk. Practitioners have up-to-date food hygiene certificates and procedures are effective. For example, they wear gloves and aprons when preparing healthy and nutritious foods. They ensure dignity and privacy while following an appropriate nappy changing policy and keep accurate records. The setting has purposeful procedures to prevent the spread of infection. For example, practitioners encourage children to wipe their noses and wash their hands regularly.

Practitioners have a fond relationship with the children and provide caring and supportive guidance. Practitioners treat children with care and respect and encourage positive behaviour. For example, they encourage children to wait and take turns when using the equipment in the playhouse and when making a train track in

the small world. Practitioners manage behaviour consistently and fairly. For example, they entice children to another activity if they become frustrated or upset. Practitioners are positive role models and observe, listen and explain in a supportive manner. For example, practitioners explain the importance of keeping the floor of the sand area clean and free of sand in order to be safe and encourage children to brush and tidy up independently.

The setting has purposeful arrangements to identify and support the individual needs of children, including those with additional learning needs. Practitioners identify children's needs at an early stage and create suitable plans to support them so they can respond to their needs. For example, practitioners use sign language to develop the communication skills of children with linguistic needs. Practitioners work closely and successfully with a range of agencies for the benefit of the children.

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

Practitioners plan learning experiences that succeed in engaging children's interest within a varied and interesting learning environment. The areas are rich in resources and enable children to choose independently, for example when choosing purposeful containers to experiment in the blue sand and explore with magnets in the investigation corner.

Practitioners plan a beneficial and exciting curriculum jointly and the new planning procedures to pursue the children's interests and suggestions are developing appropriately. In the best practice, practitioners hold constructive discussions with children about how to develop their skills further while playing. For example, they discuss light as children try to land on the light that shines from the flashlight. However, practitioners do not always challenge children adequately to extend their understanding and develop their skills effectively enough. Practitioners conduct observations at times, focusing on children's progress. However, they do not use the observations of children's development purposefully enough to guide the next steps in their learning and play.

Practitioners model spoken language clearly by using purposeful vocabulary and syntactic patterns when talking naturally with the children. For example, they ask questions and feed vocabulary effectively as children cut the dough with a knife and roll it with a rolling pin.

The indoor experiences and learning environment encourage children's creativity effectively, for example as they travel to space in the small world and choose suitable instruments to hit while singing and dancing. However, although they have plans in progress, they do not yet plan purposefully enough to develop children's skills in the outdoor area.

Practitioners promote children's awareness of the traditions and celebrations of the cultures of Wales effectively, for example by celebrating the history of St Dwynwen and creating a red dragon to be displayed on the walls of the setting. Practitioners develop children's spiritual, moral and social skills well. They celebrate cultural diversity by learning about festivals such as the Chinese New Year. Practitioners support children skilfully to be kind to each other. A notable example of this is the

way in which they encourage children to adhere to the rule of the week and think about others.

Practitioners share valuable information with parents on a regular basis. This ensures that parents have up-to-date information about the children's learning experiences while they are at the setting.

Environment: Adequate

Overall, the leader ensures that the environment is safe and in good condition. Visitors are unable to access any part of the setting unless a leader or the practitioners allow them access. Visitors must sign in promptly and suitable records are kept on site. The leaders and practitioners are aware of safety issues and the requirement for them to conduct regular fire drills. They ensure that purposeful risk assessments are in place, which are reviewed regularly. However, the electrical certificate has not been updated within the appropriate time.

The leader ensures that the environment is welcoming and friendly. The play areas are pleasant and comfortable and there is plenty of space for children to move around freely. The leader ensures that children have a sense of belonging by displaying examples of their work on the walls and by including everyone on the family tree. The leader and practitioners organise the room purposefully to provide stimulating play and learning areas for the children. However, they do not plan and use the outdoor area effectively. The leader has identified this and plans are in place to develop the outdoor area and its use to enrich children's experiences.

The leader organises regular cleaning processes and the appropriate infection control practices reduce the risks to children's health and safety. There are toilets and suitable handwashing and drying facilities, together with a dignified nappy changing area. The leader and practitioners keep the kitchen and all equipment clean and this ensures that snacks are prepared correctly.

The leader ensures that the furniture, toys and indoor equipment are of good quality and are suitable for the age of the children. They are stored at a low level and within the children's reach, which develops their independence effectively. For example, the paint in the arts and crafts area, the variety of small world equipment and the blocks in the construction area are all accessible to the children as they play. Resources are varied and stimulate children's interest and imagination. Natural materials such as stones, twigs and shells and loose parts encourage children to investigate creatively in the investigation area. Resources also promote children's awareness of cultural diversity and equal opportunities. For example, dolls and reading books from different cultures are available in the role-play area and the quiet corner.

Leadership and management: Adequate

The leader's statement of purpose and suitable vision ensure that practitioners work together effectively. They provide a variety of activities in a happy and homely environment that promote children's learning appropriately. The well-being of practitioners and children is at the heart of all of the setting's work and this creates a positive and caring ethos in which children and practitioners feel valued.

The leader self-evaluates provision appropriately and creates suitable improvement plans. She identifies many areas for improvement accurately, for example the need to develop the outdoor area to enrich provision for children. The leader addresses some areas for improvement purposefully. For example, they have established a new snack time system which allows children to choose their snack and when they would like to eat it. By doing so, children develop as confident, independent learners and are willing to make decisions for themselves.

The leaders and practitioners work effectively as a team. Practitioners are keen to improve their practices for the benefit of the children and they listen carefully to the suggestions of the leader and support agency officers. Appropriate arrangements are in place to evaluate practitioners' performance annually and the leader supervises and evaluates practitioners' work informally. However, the leader does not have purposeful enough arrangements to supervise and monitor practitioners regularly. The leader, who is also the responsible individual, does not always ensure that she carries out suitability checks on the practitioners, who also work at the school, before they begin working in the after-school club. As a result, safe recruitment practices are not implemented correctly and staff files do not meet the regulations.

The leader allocates resources efficiently and uses the budget and grants appropriately. For example, she funds various resources wisely to support children from disadvantaged backgrounds, such as purchasing a new oven to ensure that they have a variety of nutritious snacks. The leader encourages practitioners to attend purposeful training to improve their knowledge of the curriculum and their care practices. As a result, practitioners are conscientious and eager to succeed. For example, Makaton training enables practitioners to support and develop children's communication skills effectively.

The setting works closely with local authority officers and other organisations to improve provision and outcomes for children. The setting has a productive partnership with the local primary school in which it is located to support the transition process. For example, the school invites children from the setting to special assemblies and presentations at the school occasionally. This helps the children when the time comes for them to transfer to primary school. The setting has a strong relationship with parents and carers. The leader and practitioners communicate with them regularly to improve children's well-being and learning from day to day. Practitioners use a digital app to report on children's development through pictures and captions and to inform parents and carers about important messages on a regular basis.

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

This document has been translated by Trosol (Welsh to English).

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Publication date: 11/04/2024

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
28	The Responsible Individual must ensure all staff employed at the setting have complete staff files that include a photographic identity statement, health declaration, two references and relevant qualifications. The Responsible Individual must always carry out suitability checks on staff prior to them starting at the setting.	Not 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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Date Published 11 April 2024