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 Seren Fach

Cylch Meithrin Seren Fach
Dyffryn Road
Rhondda Cynon Taf
CF45 4DA

Date of inspection: March 2025

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Seren Fach

Name of setting	Cylch Meithrin Seren Fach
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Claire Jones
Person in charge	Hannah Graham and Donna Davies
Number of places	40
Age range of children	2 – 11 years
Number of 3 and 4 year old children	13
Number of children funded for early education	6
Opening days / times	Monday – Friday 09:00 – 17:00
Flying Start service	Yes
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Date of previous CIW inspection	09/07/2024
Date of previous Estyn inspection	08/11/2016
Date(s) of this/these inspection visit(s)	18/03/2025

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 Improve opportunities for children to move independently between rooms.

What happens next

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

Main findings

Well-being: Good

Most children are happy and enjoy playing and learning. They interact well with practitioners and visitors. They are eager to talk to adults and almost all of them work together happily. Most children express their feelings confidently. For example, they say if they are happy or sad during daily self-registration.

Most children make effective choices and decisions about who and what to play with. For example, most children move confidently between activities within the rooms. However, they are not free to move between rooms as they wish. Most children demonstrate perseverance in their play and learning and they play with resources which occupy them for long periods.

Most children arrive at the setting feeling happy, full of life and ready to play and learn. They are happy and comfortable in the care of the practitioners. Most children understand the setting's procedures and know that they will take part in a mindfulness session after self-registration.

Most children understand the setting's behavioural rules and adhere to them well. Almost all children communicate courteously with other children, practitioners and visitors. They share resources with support and encouragement from adults. They learn how to wait patiently, for example, while waiting for their turn on the bikes. Almost all children play well together and enjoy each other's company when socialising within the setting.

Most children have good independence skills. They wash their hands effectively and use the toilet unaided. Additionally, they spread butter on their crumpet and pour their own milk and water during snack time. Most children enjoy learning new skills as they experiment with a wide range of interesting play opportunities. They are proud that pictures of them in

the play areas and pictures of them as babies are displayed across the setting. This creates a feeling and a sense of self-worth and belonging amongst the children.

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

Almost all children are making good progress from their starting points and develop a range of skills effectively while playing and learning. They are independent and curious learners.

Most children develop early reading skills appropriately choosing books independently. They point at the pictures and tell their own story or sing a song to go with the book. Many children develop their early writing skills successfully in line with their development stage. They use pencils, chalk and paint confidently to make marks while celebrating St Patrick's Day. Most children make suitable progress in their verbal skills. They use Welsh in familiar situations, for example, discussing the weather, answering the register and discussing their feelings. Almost all children enjoy singing songs and nursery rhymes which has a positive impact on their verbal development and skills. Most children have good listening skills which is evident during mindfulness sessions.

Many children are developing strong numeracy skills and use mathematical language correctly when counting the number of children present or placing coins in the treasure chest. They develop mathematical concepts successfully while playing with water and sand, for example, discussing equipment which is empty or full. Most children's physical skills are developing successfully. They handle small tools skilfully while using a knife to spread butter, or a spoon to serve grapes during snack time. Additionally, most children develop their gross physical skills competently taking advantage of the numerous opportunities available to them in the indoor area.

Most children develop their digital skills satisfactorily. They choose songs successfully on the interactive white board and find metal objects using a metal detector. Many children develop their creative skills skilfully, for example, dancing or playing percussion instruments. They choose paint and glitter to create unique decorations. Most children consider how to solve problems and persevere with tasks.

Care and development: Good

Practitioners follow thorough and sound systems to ensure the children's health and safety. They have a very good understanding of their responsibilities and provide opportunities for children to develop according to their age and ability. They conscientiously keep records of concerns, accidents and incidents. All practitioners have up to date child protection training which is useful when discussing any problems or concerns that arise. The setting's arrangements for safeguarding children meet the requirements and pose no cause for concern.

Practitioners have current first aid and food hygiene certificates, which ensures a sound understanding of the processes to follow. Hygiene procedures and practices are effective and practitioners encourage the children to wash their hands completely independently at appropriate times.

Practitioners manage interactions between the children effectively and they have a wonderful relationship with them. The behaviour management policy is well-implemented by practitioners and they speak sensitively in ways that children understand. For example, practitioners remind children to share with their friends and wait their turn patiently. As a result, practitioners model effective behaviour and show respect to each other and the children.

Practitioners have a good knowledge of every child's needs and preferences and they collect information from parents during enrolment. Practitioners plan activities by following the children's interests and preferences. As a result, they are aware of the next steps in every child's development and take effective action in relation to the next steps in their learning journeys. The ALN procedures are robust. Practitioners follow clear processes to identify and refer any child who needs additional support. They work closely with external agencies such as speech therapists and the local authority to ensure that children are supported consistently. As a result, they have a very good awareness of children's needs and how to support them effectively.

Practitioners develop children's understanding of inclusion by celebrating festivals such as Diwali, and raise their awareness of autism and deafness during the year. Practitioners have attended Diversity and Anti-racist Professional Learning (DARPL) training. A plan is in place to implement this across the setting every month to raise anti-racist awareness amongst children and practitioners. As a result, they regularly promote children's understanding of the importance of treating people of all cultural backgrounds with respect and tolerance.

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

Practitioners plan and provide a wide range of diverse experiences which meet the needs of almost all children successfully. They ensure regular opportunities for children to make choices in relation to their learning and provide a wide range of resources that stimulate children's imagination consistently. Practitioners know the children well and adopt activities to respond to their needs appropriately. Practitioners have a good understanding of the way children learn through playing and experimenting.

Practitioners develop wonderful relationships with the children and encourage them to develop a wide range of skills purposefully. They interact with children frequently to expand their skills. Practitioners support learning effectively by playing alongside the children and providing timely interventions to reinforce learning. Practitioners make particularly good use of detailed assessments and observations to plan the next steps in children's learning.

Practitioners prepare interesting and purposeful learning and play areas, both indoors and outdoors, enabling children to practise and apply their skills continuously. They prepare baskets of books for every area which encourage the children to choose books unprompted. By sitting with the children, enjoying the books and discussing the pictures, practitioners are developing early readers who love books. They model language continually and make effective use of songs to develop children's skills. Practitioners provide a wide range of opportunities for children to develop their early writing skills and make marks. Writing tools are available in all areas, including outdoors. As a result, most children's early writing skills are developing well. Additionally, practitioners provide valuable opportunities for children to

develop their fine motor skills, for example, while painting, kneading dough and using tongs. They ensure that children are given valuable opportunities to develop their gross motor skills successfully by using bikes, climbing stairs and jumping.

Practitioners promote the children's awareness of their Welsh identity suitably by providing a range of appropriate activities and resources to celebrate important days for Welsh people. They also sing traditional rhymes and songs regularly.

Practitioners develop the children's spiritual, moral, cultural and social skills effectively. They concentrate exceptionally well on encouraging honesty, fairness and respect whilst ensuring that children understand the need to treat each other, their environment and resources with care. Practitioners encourage children to develop their social skills continuously and as a result, there is very rarely any conflict between them.

Environment: Good

Leaders ensure strong health and safety procedures. They ensure that the main door to the setting is closed and provide access to visitors via a door camera system. Visitors cannot enter any part of the setting unless admitted by practitioners. Safety procedures, such as valid insurance, are in place.

Children are well-supervised by practitioners to ensure their safety. They implement a range of clear and comprehensive policies effectively. They also undertake good risk assessments, covering going for a walk around the village, going to the local park and the playing field opposite the setting.

Leaders respond promptly to issues regarding children's safety and to any incident that arises. For example, they monitor and conduct regular fire drills to ensure that children and practitioners are familiar with the arrangements to follow if they had to leave the building in an emergency. Practitioners maintain a register for every child and visitor that attends sessions and keep detailed records of when they arrive and leave. Leaders ensure that there are enough practitioners to meet the expectations within the standards and as a result, children are supervised effectively.

The learning and play environment is of a high quality. As a result, the environment provides valuable opportunities for children to work together and communicate both indoors and outdoors. Leaders ensure that the equipment, toys and resources are suitable for the children. This enables them to make effective decisions about their learning and play.

Leaders focus on creating a natural environment in order to create a close, homely and relaxed atmosphere. They ensure that all resources engage and occupy the children effectively. Resources are kept at a practical level for children so that they can access them easily. The setting is neat and attractive and is very well-maintained. The toilets and nappy changing facilities are clean and comply appropriately with hygiene requirements.

Leadership and management: Good

Leaders ensure that children's welfare is at the heart of everything they do. They succeeded in creating a warm, friendly and caring ethos and atmosphere. They have a clear vision based on ensuring that every child is given the best possible start by providing an engaging environment, resources and activities. This positive atmosphere motivates children to do

their best and persevere in their play and learning. Leaders have high expectations which ensure that everyone works together very effectively as a team. All practitioners are proud to work in the setting and feel that they are valued by leaders, parents and children.

The setting's Statement of Purpose is current and reflects the service provided successfully. Leaders promote safe practices and a positive culture of safety and suitable policies are in place to ensure the safety of children and practitioners.

Leaders manage practitioners and resources effectively ensuring that they are familiar with their roles and responsibilities. They ensure appropriate practitioner to child ratios. In addition, they ensure that safe recruitment practices are followed correctly. Leaders observe practitioners at work which feeds in effectively to the regular staff supervision sessions. They provide a number of high-quality opportunities for practitioners to develop their skills and gain qualifications. Leaders make suitable use of money to employ practitioners and buy relevant resources which have a positive impact on children.

The setting's self-evaluation and improvement planning arrangements are effective. Through purposeful self-evaluation activities, leaders identify strengths and areas for improvement successfully. They use this information purposefully to plan sensible actions. As a result, leaders identify and improve aspects of the provision which has a positive impact on the children's skills.

Leaders have developed strong partnerships with a range of partners which benefit the children. They have strong links with the parents and inform them continuously of their child's experiences through an app. Leaders are accessible and supportive and are keen to work with parents to ensure that the children are happy and settle well. They work effectively with the local school to support transition and work closely with the local authority's development officer. The setting benefits from close links with the local community and this helps leaders to provide rich and interesting learning experiences for children.

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

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Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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