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 Rhosneigr

Ysgol Gynradd Rhosneigr
Sandy Lane
Rhosneigr
Anglesey
LL64 5XA

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 Rhosneigr

Name of setting	Cylch Meithrin Rhosneigr
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Joanne Goddard
Person in charge	Rachel Hughes
Number of places	10
Age range of children	2-4
Number of 3 and 4-year-old children	2
Number of children who receive funding for early education	1
Opening days / times	Monday – Friday 9.00-3.00
Flying Start service	No
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	This is the first inspection since registration
Date of previous Estyn inspection	This is the first inspection since registration
Dates of this inspection visit(s)	06/02/2024

Summary

Theme	Judgement
Wellbeing	**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 Disseminate the strongest practices in promoting children's understanding of the Welsh language

What happens next

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

Main findings

Well-being: Good

Nearly all children make choices and decisions independently within the setting. They enjoy the freedom to move successfully around the activities that are provided for them both indoors and outdoors. Nearly all are happy on arrival and respond well as practitioners greet them positively. They enjoy reaching for resources independently as soon as they arrive and are confident when deciding which resources they would like to use. For example, they draw pictures at the drawing table, make shapes in the sand pit or role-play with toys. Children know that their wishes and feelings are given full consideration. For example, they bring soft toys from home to support the process of settling in and gaining confidence. As time goes on, they forget about the toys as they relax and take part in activities.

Children settle quickly and feel at home at the setting. They cope well when leaving their parents and carers and feel safe. For example, most children run into the setting and greet their friends happily. Nearly all cope well within the setting and have the confidence to ask for help from staff and visitors.

Nearly all children interact well with each other and with adults. They are given opportunities to develop their social skills when talking and sharing interests. For example, they enjoy discussing a superhero and his special powers. They respect the feelings and interests of others and learn to take turns. For example, they work together when using the information technology equipment and the bicycles outdoors. They are ready to support each other by playing together and sharing the tractor, the helicopter and the story books. Nearly all develop beneficial and natural

relationships with the practitioners and other adults. They have the confidence to ask practitioners for help or comfort when necessary.

Nearly all children show valuable enthusiasm in their play and manage their behaviour well. They enjoy playing together and learn how to understand the needs of others. The children are very familiar with the daily routine, such as carpet time or snack time. They succeed in concentrating and persevering and many spend extended periods participating in activities, for example when playing in the rice bowl or with the toys. Children are given good opportunities to develop independence, which enables them to do things for themselves. For example, most can put on their own coats, wash their hands and fetch their lunch from their bags. Most children develop independent skills as they wash and dry their hands and eat their lunch and snack. They solve practical problems maturely, for example when using a clean paintbrush to move images at the top of the interactive whiteboard that are beyond their reach.

Learning (only applies to three- or 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 were not enough three or four-year-old children present at the time of the inspection, who do not receive funded education elsewhere, to report on without identifying individual children.

Care and development: Good

Practitioners have a sound understanding of their responsibilities to keep children safe. They maintain the setting's health and safety procedures successfully by completing daily checks of the environment. They implement the setting's policies and procedures effectively. Practitioners have a clear understanding of their roles and responsibilities in protecting the children and update their safeguarding training promptly. As a result, the child safeguarding arrangements meet requirements and are not a cause for concern. Practitioners have a good understanding of how to deal with accidents and incidents and record them purposefully. They have up to date first aid certificates. Practitioners understand their responsibilities in terms of administering and storing medication safely. They have up-to-date food hygiene certificates and the procedures are effective. They ensure suitable privacy for the children when following the nappy changing policy and keep purposeful records. Practitioners have an effective and well-organised registration system and ensure that consent records are in place.

Practitioners have a warm and natural relationship with the children and treat them with care and respect. They are kind and healthy and constant laughter can be heard between practitioners and children. Practitioners encourage the children to behave appropriately, learn to share and to wait and take turns. They praise children regularly, which has a positive effect on the development of their skills, understanding of practices and their self-confidence. During snack time, children are given opportunities to socialise around one dedicated table. Practitioners encourage children to learn about the importance of eating and drinking healthily.

Practitioners know the children very well and have a clear understanding of their individual needs and wishes. They notice children's interests and act on them. For example, when discussing a fire engine, they draw children's attention to Fireman Sam books and enjoy discussing the story together. Practitioners observe children sensitively and effectively and know when to ask questions. They offer explanations and ideas to encourage children to think and solve problems. They promote the conversation by questioning purposefully.

They provide well for children with additional learning needs through effective links with external agencies. The guidance provided is implemented. For example, they make use of an appropriate programme to support children's communication needs.

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

Practitioners interact with the children in a relaxed and natural manner and this caring relationship is evident in all aspects of the setting's work. They adapt teaching methods effectively. When necessary, they teach children to develop particular skills, for example by showing them how to control the direction of the small electronic cars. They also understand the importance of allowing children to enjoy playing for extended periods. They hold beneficial and lively group periods when children learn to share ideas and sing familiar songs together. Practitioners demonstrate flexibility as they understand that not all individuals are ready to sit in a circle for a period of time.

Practitioners encourage the development of children's spoken Welsh effectively. Where this practice is at its best, they feed language regularly and, as a result, children's understanding develops well. Practitioners work together effectively to ensure that these practices are consistent and have the best possible effect on children's understanding of linguistic progress.

Practitioners use an appropriate method of planning to develop children's skills. Provision for developing children's early literacy skills is highly effective. Interesting and colourful books are located in all areas of provision and this encourages children to engage fully. Practitioners create an environment where satisfaction and pleasure in books and stories are at the heart of all of their work. Children are confident when going to get a book and approaching practitioners for a chance to listen to the story. Practitioners read skilfully and characterise effectively to develop children's imagination.

Practitioners provide an effective range of opportunities and resources to develop children's number skills. For example, children learn to count to 5 and recognise the shapes that correspond to the different digits. Children enjoy opportunities to use the big screen to develop their digital skills. They recognise which shapes correspond to each other and move them on the screen skilfully.

Outside the building, there is a rich range of large resources that provide beneficial opportunities for children to develop their physical skills. By doing so, children develop an understanding of how to manage risks when making decisions about the

places where they would like to play. They greatly enjoy playing with the water equipment, working the pump to get the water flowing from one pipe to the next, along the small stream and under the bridge.

Provision for children's social, moral, cultural and spiritual development is effective. Children are given opportunities to learn about exciting events in other cultures, for example by celebrating the Chinese New Year. Through this work, children enjoy opportunities to develop their fine motor skills and their creativity effectively. For example, they learn about the importance of the colours red and yellow to people of Chinese descent and create a variety of shapes with dough and when creating pictures of dragons.

Practitioners promote children's awareness of their *cynefin*, or local area, beneficially, for example by celebrating the history of the local saint, Dwynwen, by making cards for family members. They celebrate charity events and mark Remembrance Day by creating their own poppies from different materials.

Practitioners monitor children's progress effectively through the 'learning journey', which summarises developments in children's skills and confidence. The style and mindset of this system places a beneficial emphasis on a positive attitude and is a convenient means of sharing information with parents.

Environment: Good

Leaders ensure that the environment is safe and very clean. They close the gates and lock the doors promptly. Visitors are unable to enter or leave the setting at any time unless accompanied by practitioners. Visitors sign in promptly and practitioners keep all records relating to the service securely on site. The building's maintenance records are up-to-date and leaders ensure that fire drills are held regularly. Leaders ensure that the setting and the equipment that protects the environment are serviced regularly. For example, they maintain the fire equipment and first aid boxes regularly. Leaders conduct effective and purposeful risk assessments and review them regularly. They keep a detailed and accurate register of children and practitioners.

Leaders ensure a welcoming and warm environment. The setting is self-contained, secure and provides plenty of space for the number of children who attend on a daily basis. There are suitable toilet and nappy changing facilities available. Leaders use the main entrance effectively, where they store coats and equipment under lock and key. They ensure that the environment allows children to play outside and provide challenges and opportunities for children to take risks. There is an effective balance between ensuring safety for children and providing opportunities to take risks safely. For example, the outdoor resources enable children to develop their physical skills through opportunities to climb on a rope or the climbing steps and when riding bicycles and small cars. There is climbing equipment and a low rocky area for playing with water.

Practitioners ensure that the furniture, equipment and various resources are of a good standard. They encourage children to learn by playing with a wide variety of resources and ensure that children can choose independently and pursue their

interests. Practitioners encourage children's personal and social development by providing opportunities for them to experience multicultural resources. For example, when celebrating foods from different cultures, they have access to a menu, pictures and equipment such as chopsticks. Practitioners provide colourful displays that mention local and international celebrations, such as St Dwynwen's Day and pictures of the weather during the winter.

Leadership and management: Good

The leader has a robust vision for happy provision where children thrive in a homely and loving environment. With the support of her colleagues, she realises this vision successfully. She is very dedicated to her work and the whole team work together effectively for the benefit of all of the children in their care. The responsible individual and the management committee make a valuable contribution to developing the setting in a practical way, for example by investing funding in developing resources in the outdoor area. Leaders ensure that policies and procedures are maintained and updated regularly in line with regulatory expectations. For example, the statement of purpose provides an effective overview of the setting's work.

Leaders conduct an effective range of self-evaluation activity to identify the strengths of provision and elements that need to be developed further. These procedures have been embedded firmly and have a real influence on provision and children's learning experiences. The improvement priorities have been divided into sensible steps and are evaluated regularly.

Leaders and practitioners have a close and supportive relationship with parents whose children attend provision. They share useful information regularly by using digital methods. Parents are able to contact the leader directly to ask any questions or make comments about their child's progress or well-being.

Leaders have a beneficial working relationship with officers from the local education authority's early years advisory team. This relationship is mature and makes a valuable contribution to the development of provision over time. Similarly, they have a practical and supportive working relationship with officers of the umbrella organisation that works with them. This ensures a range of policies and procedures and beneficial training that maintains provision effectively.

Leaders implement safe recruitment arrangements and ensure that staff checks are conducted and updated appropriately. The management committee and leader conduct regular staff performance evaluation procedures and provide support and training in line with the needs and interests of individual staff. A notable example of this is the training on alternative communication methods that was attended to facilitate communication with all children who attend the setting. This has had a positive influence on the way in which provision supports children with specific needs.

There is a close and beneficial relationship with the local schools that admit children following their time at the setting. Staff promote this joint working by ensuring

opportunities for children to attend events so that they settle easily at the beginning of the next step in their learning.

The setting works beneficially with the local community in Rhosneigr. For example, children visit the fire station, which is located close to the setting, meet the firefighters and learn about their work. This develops children's awareness of their local community successfully.

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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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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