Arolygiaeth Gofal Cymru
Care Inspectorate Wales

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

A report on

Cylch Meithrin Llangelynnin

Henryd Community Centre
Ysgol Llangelynnin
Henryd
LL32 8YB

Date of inspection: May 2024

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Llangelynnin

Name of setting	Cylch Meithrin Llangelynnin
Category of care provided	Sessional day care
Registered person(s)	Cylch Meithrin Llangelynnin
Responsible individual (if applicable)	Dawn Heginbotham
Person in charge	Dawn Heginbotham
Number of places	15
Age range of children	2.5 - 4 oed
Number of 3 and 4 year old children	15
Number of children funded for early education	2
Opening days / times	Monday, Wednesday and Thursday, 9.00 – 11.00 and Monday to Friday, 11:30 – 3.00
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	The service provides the Welsh language 'Active Offer' and makes every effort to promote the use of the Welsh language and Welsh culture.
Date of previous CIW inspection	This is the setting's first inspection following its re-registration
Date of previous Estyn inspection	March 2016
Date(s) of this/these inspection visit(s)	22/05/2024
Most of the children come from households where Welsh is the second language	

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 Ensure more opportunities for children to learn about diversity

R2 Formalise performance management processes

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 in the setting. They make choices and decisions on how to spend their time. For significant parts of every session, children can choose what they want to play. They use the variety of interesting activities and resources to steer their own play opportunities and to develop their ideas. Nearly all children can communicate confidently, including those who do not rely solely on verbal methods, as they know the practitioners will listen and respond to them.

Robust and flexible settling in procedures help the children to feel safe and to relax. Nearly all children arrive happily and proceed to play. The very small number of children who are somewhat quiet or upset when they arrive are supported very effectively by the practitioners. As a result, they also feel at home at the setting. Children develop warm and close relationships with the practitioners and know that they can tell them what they want. For example, children ask for more water when they are thirsty, or ask to read a story with a practitioner when they want to do so. Children behave very well and as is appropriate for their age and their stages of development. Nearly all children play together or play side by side. Children are very familiar with the daily routines. They learn to follow rules and to respect other people and items, for example when they work together to help tidy up.

Nearly all children take an enthusiastic and continuous interest in their play. There are a wide variety of interesting and exciting activities for them to choose from. As a result, children learn how to concentrate and persevere, and nearly all children spend extended periods of time taking part in activities of their choice. For example, they create 2D shapes whilst playing with the dough and learn vocabulary to help them describe what they are doing. For example, ‘rolling’ as well as ‘pressing’. They are

also able to count and name colours confidently. The valuable adult led group sessions are also beneficial to children, for example the story time and singing sessions give children valuable opportunities to develop their vocabulary. In general, children show enthusiasm when taking part in these sessions.

Children develop and learn well through the wide range of opportunities that are offered to them. By moving between activities and following their own interests, they gain confidence when making decisions and ask for help when they need it. They develop independence and complete practical tasks for themselves. For example, they put on their coats and take off their coats, and manage their personal needs such as washing their hands independently.

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

There is no report on the 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

Leaders have developed a comprehensive range of relevant policies and procedures to help practitioners keep children safe. They are reviewed annually. Leaders and practitioners have a very sound knowledge of how to protect children and know what to do if they have any concerns. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern. Practitioners work well to keep the children safe and healthy. They follow the setting's detailed policies and procedures in relation to hygiene and health and safety. They complete relevant and detailed records of accidents and incidents. Leaders promote healthy lifestyles among the children. They provide healthy snacks and milk or water to drink. As a result, they have been approved as a suitable provision for children in line with the national guidance on food and nutrition. Leaders and practitioners allow the children to spend as much time as possible in the outdoors which ensures they have enough fresh air and exercise. Practitioners keep correct registers of attendance and a visitors book and conduct fire drills, all of which contribute to ensuring safe provision for the children.

Practitioners are caring and supportive. They interact with the children in a warm, relaxed and friendly manner, and they create a positive, happy and lively atmosphere. Practitioners are calm and show respect when talking to the children and each other, and they show a good example to the children. For example, they praise a child's effort for trying a fruit that they did not like. There is a suitable behaviour management policy that encourages practitioners to use positive techniques such as explaining and demonstrating to deal with minor incidents. As a result, children learn how to manage their own behaviour within an atmosphere that develops and promotes their self-esteem.

Practitioners are able to meet the needs of each child, including those with additional learning needs. There are very good systems in place to support the children and their families. Practitioners work effectively with external agencies such as the local

authority's advisory teachers and implement advice from experts such as language and speech therapists. As a result, each child makes good progress in their development.

Practitioners are very responsive to children's needs. They play effectively with the children to support and expand their learning, for example, by using a wide variety of mathematical language, exploring books, discussing ideas and promoting the Welsh language. Leaders and practitioners plan an exciting variety of relevant activities and experiences in each of the areas of learning and development. They consider children's favourite toys, equipment and interests when planning, and understand the importance of allowing them to continue playing for extended periods of time when something is of special interest to them.

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

Practitioners work together effectively to provide a curriculum that offers interesting experiences and that allows the children to learn through play. They have an appropriate understanding of child development and interact well with the children. They respond promptly to the children's interests and ideas. They chat and question children skilfully, and are having a positive impact on their thinking and communication skills. For example, as they experiment with building a track and a train station, children are given opportunities to immerse themselves in their play and develop problem-solving skills, their physical skills and their creativity.

Practitioners follow appropriate observation procedures to assess children's development, adapting the provision in light of their findings. They supervise the children effectively whilst playing alongside them, and are aware of when they should join in their play and maximise any opportunities to model the learning. A notable example of this is the opportunity to problem-solve whilst using different equipment, such as a metal detector to look for different materials in the soil and around the room.

Practitioners model verbal language well, introducing language patterns, vocabulary and phrases, and through lively singing. For example, they reinforce verbs such as ‘pressing and stretching’ when playing with the dough and emphasise mathematical vocabulary such as ‘long and short’ when comparing train tracks. Practitioners promote children's mathematical development in a beneficial manner by implementing consistent practices. For example, they encourage them to count objects, to pair objects and to arrange numbers and name familiar shapes. Practitioners make sensible plans to develop children's physical and creative skills. For example, they encourage them to move in a variety of ways, to handle balls of different sizes and to experiment by mixing colours to spray paint. The provision to support the children's digital skills is developing appropriately.

The wide range of outdoor activities encourage children to take risks, to become confident explorers in their surroundings and to show care and respect towards living things. For example, practitioners encourage children to grow flowers and herbs and to care for small insects they find. Practitioners plan valuable experiences to develop the children's spiritual, moral and social skills and to successfully promote their awareness of Welsh culture. They provide appropriate

opportunities for children to learn about celebrations and festivals such as the Chinese New Year and there are some appropriate resources available. However, the opportunities for children to learn about diversity in terms of cultural background and to learn about different aspects of diversity have not yet been fully developed.

Environment: Good

Leaders prioritise child safety by implementing procedures that ensure that any potential hazards are identified, monitored and managed effectively. They have created thorough risk assessments that outline potential hazards and the action taken to reduce or prevent the risk to children. They also review these documents regularly, and undertake additional assessments in relation to any new activities. Practitioners complete daily checks of the play areas, toys and resources and keep a log of any further action needed. Practitioners deal with any hazards identified quickly and effectively. For example, cleaning fruit from the floor to minimise the risk of slipping.

The play room is comfortable and cosy, and there is plenty of room for children to move around freely. Leaders ensure children have a sense of belonging by displaying examples of their work on the walls, including photographs of the children playing. Practitioners ensure that the play room offers a wide range of stimulating and exciting activities and resources, which enrich the children's experiences successfully. For example, there is a painting area, a reading area, and areas for mark making and playing with dough, all of which encourage the children to use their imagination. The outdoor area is enclosed and offers play experiences in the mud kitchen and also an outdoor classroom on the grass. Children also have opportunities to use the school's outdoor provision when not in use by the older children.

Leaders ensure that the wide range of resources are clean and of good quality. These are stored at a low level to allow the children to select them independently without adult intervention. Detailed records are kept of cleaning tasks, including regular records of when the toys are disinfected.

Leadership and management: Good

Leaders have a clear vision which sets a purposeful direction for the setting's procedures. The vision is based on delivering high quality care in a family environment that is stimulating and happy. They act diligently to ensure that they meet the needs of each child and provide a vast range of interesting and challenging experiences. Leaders ensure that the statement of purpose is comprehensive and provides the required information to parents and they also ensure that they comply with the regulations.

Leaders have appropriate self-evaluation procedures that have an effective impact on the setting's practices. Purposeful use is made of the development plan which includes appropriate targets and suitable actions. Leaders focus continuously on improving the provision in order to develop the children's skills and promote their well-being. For example, they respond to advice from the local authority's advisory teachers when considering how to include children's interests when planning the provision.

The leader and practitioners understand their roles well. They work together effectively as a team to offer beneficial opportunities to the children. They take part in professional learning events to develop their practices with regard to different aspects of care and teaching. Safe recruitment procedures are being followed appropriately and all practitioners have a qualification and relevant experience of working with children. However, monitoring practices with regard to supervising and evaluating performance have not yet been fully incorporated.

Leaders use funding and grants wisely to support the priorities for improvement and to meet the children's needs. For example, by funding improvements to the outdoor area, appealing and good quality resources were provided that support the children's learning and enrich their experiences well.

Leaders and practitioners have formed a beneficial partnership with parents and carers, and with the local authority's advisory teachers and umbrella organisations to improve the provision. For example, they provide photos of the children's activities on secure social media platforms every week to ensure that parents and carers have full access to their child's education and experiences. The setting also has a good partnership with the school and they share the site and resources sensibly. For example, children are given opportunities to attend taster sessions in the school's nursery class. As a result, there are good arrangements in place to ensure children transfer to the next stage of their education with ease.

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 (Welsh to English).

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Publication date: 24/07/2024

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

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 24 July 2024