A Arolygiaeth Gofal Cymru Care Inspectorate Wales report on

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

Cylch Meithrin TY Mabon Tywyn

Tŷ Mabon
Neptune Road
Tywyn
Gwynedd
LL36 9ET

Date of inspection: February 2023

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Tywyn

Name of setting	Cylch Meithrin TY Mabon Tywyn
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Denise Bevington
Person in charge	Lisa Lewis
Number of places	28
Age range of children	2 – 12 years old
Number of 3 and 4-year-old children	7
Number of children who receive funding for early education	1
Opening days / times	Monday to Friday 8.30 to 5.30
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. It provides a service that anticipates, identifies and meets the needs of those who use the service, or those who might use the service.
Date of previous CIW inspection	November 2021
Date of previous Estyn inspection	26/06/2014
Dates of this inspection visit(s)	14/02/2023
A majority of the children who attend the setting come from non-Welsh-speaking homes.	

Non-compliance

No areas of non-compliance were identified during this inspection.

Recommendations

R1 Expand opportunities for children to use digital equipment to develop their communication skills

What happens next

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

Main findings

Well-being:

Nearly all children are happy, content and cope well on arrival and when separating from their parents/carers. They are confident when making choices about how they would like to spend their time and know that the practitioners respect their wishes. For example, some children join in to sing on the mat while others choose to wander around and play with the toys that are available. Nearly all children move around the wide range of activities and play areas confidently. This enables them to pursue their interests and take part in learning and play experiences successfully in their own time.

Most children express themselves confidently when sharing ideas and answering simple questions. They are keen to discuss their experiences with practitioners and know that they will listen to what they have to say. Nearly all children are familiar with the daily routine and have a very positive relationship with practitioners, which gives them a sense of security. The small number who are unsure are comforted by practitioners and stay close to them for a short time before they feel comfortable to go and play.

Most children have begun to make friends. They interact well with their peers and greet each other on arrival. Most are happy to share resources with their peers and learn important social skills well, for example when waiting for their turn to use the laptop. They show pride when they receive praise and thanks for their co-operation.

Nearly all children enjoy their play and learning very much. They concentrate and persevere well when undertaking tasks and enjoy experimenting with different equipment and resources. For example, they play with dough and add flowers to create a different texture. Most are curious about the world around them and have a great deal of fun while they play. For example, they use the water tub outside to jump and splash excitedly and show practitioners how much fun they are having.

Nearly all children choose activities independently and pursue their interests effectively. Nearly all children are keen to wash their hands, pour their own drink and put on wellingtons independently to go outside.

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:

Practitioners focus continuously on keeping the children safe and healthy. They understand their roles and responsibilities well and implement all of the setting's policies and procedures effectively. All practitioners have received training on child

safeguarding and are confident about how to implement them should they have concerns about a child. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. All practitioners have completed paediatric first aid training, which prepares them to give appropriate treatment, if necessary. They record any accidents appropriately and ensure that a parent signs these records. They complete regular fire drills and record them effectively.

Practitioners form a very close relationship with the children and provide caring support and guidance. They collect a useful range of information from parents and carers about the children's individual habits before they start at the setting. As a result, practitioners know the children very well and have a thorough understanding of their needs and interests. For example, they respond sensitively to children who are new to the setting and support them to develop self-confidence. Practitioners take pride in the progress that children make and are passionate about providing the best care so that children thrive. Practitioners understand the behaviour management policy and act consistently as good role models. They listen attentively to children's views and respond carefully to their needs. Practitioners interact positively and kindly with the children and treat them with dignity and respect consistently. For example, they are considerate and cautious when dealing with children's personal needs and are enthusiastic when inspiring children to respond energetically to activities in the outdoor area.

Practitioners promote children's health and well-being effectively. They offer healthy and nutritious snacks and drinks, which include fresh fruit, milk and water. They follow detailed hygiene procedures and practices have been embedded purposefully in the children's daily routines. Practitioners ensure that children spend as much time as possible in the fresh air. As a result, they promote physical activities successfully and provide regular opportunities for children to develop adventurous and skilful attitudes to learning. There are also efficient procedures in place to support children with additional learning needs.

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

Under the leader's skilful leadership, practitioners plan carefully and effectively for the children in their care. There is a very close relationship between practitioners and children and this provides a very solid foundation for their work. They support play effectively and sensitively and adapt their support in line with children's needs. Practitioners quiz and question the children skilfully. They encourage learning and ask questions that test and challenge the children's understanding. They encourage the children to express themselves and, even when a child does not have much speech, they converse and feed vocabulary and show a very good understanding of the child's development.

Practitioners plan rich opportunities to develop children's skills in stimulating and fun contexts so that they learn while enjoying play. They take advantage of every opportunity to develop children's skills through a varied range of resources and fun and engaging activities, for example by encouraging children to research how quickly different cars will come down the ramp and how far they will roll.

Practitioners use the Welsh language effectively throughout the session. They use familiar and new vocabulary skilfully to increase children's understanding.

Practitioners give attention to stories and books across all aspects of provision, which means that children show enthusiasm, for example when counting how many animals are on each page. Practitioners provide a good range of resources to develop children's numeracy skills, for example by counting coins and matching them to numbers. They provide opportunities for children to measure by using their feet as a unit. However, the digital equipment that is available does not always promote children's communication skills in full.

There are rich opportunities in the provision and in the outdoor area for children to develop their gross and fine motor skills. Equipment such as bridges and tunnels allow the children to develop confidence and physical strength by supporting themselves while crossing the bridge and when crawling carefully through the tunnel. Practitioners prepare wonderful opportunities for the children to develop their creativity by playing the piano and drums and by creating prints by using natural equipment. Practitioners invite the children's ideas continuously and compile them on one of the setting's walls.

Practitioners forge a strong relationship with a range of local organisations. For example, they visit Tal y Llyn railway, walk to the library and the local green grocers to buy goods and learn about the importance of healthy eating. They provide regular opportunities for children to learn about nature through activities in the forest and at the seaside. Practitioners provide a wide range of experiences that promote children's awareness of the culture of Wales and further afield. They learn about celebrations such as Diwali and the traditions of different cultures, which enriches children's learning experiences successfully.

Practitioners assess children's progress carefully and identify developments in a timely manner. As a result, they are able to respond to their needs effectively. They share information with parents and carers frequently through useful apps and regular meetings.

Environment:

Leaders prioritise children's safety continuously and ensure that there are robust procedures in place to ensure that any potential risks are monitored and managed effectively. Rigorous risk assessments highlight potential risks and the steps that have been taken to reduce or prevent the risk to children. Practitioners also complete daily checks to ensure that there are no obvious risks.

The setting is secure, welcoming, warm and maintained effectively. The indoor and outdoor play areas encourage the children's curiosity and there is plenty of space for them to move around freely. Both playrooms have been organised into purposeful play areas, with a variety of activities and resources to enrich children's experiences successfully. For example, there is a wide range of authentic resources and equipment available, such as tea sets, cooking materials and jars. This enables children to develop their imagination. The outdoor play area provides a wide range of purposeful and exciting activities and opportunities for children. For example, practitioners ensure that children make effective use of the mud kitchen, the obstacle course, large tyres and the water tubs.

Leaders ensure that there is an extensive selection of interesting and exciting resources and equipment available for the children in the playroom. These are of

good quality and are stored at a low level to enable children to choose independently without adult intervention. Natural resources and materials are used very effectively to enable children to experiment and discover. For example, there are good opportunities available for children to experiment with herbs and smell them and play with recycled materials in the role-play area. There is also a good variety of resources to promote the children's awareness of different cultures and diversity. Leaders ensure that there are good opportunities for children to learn about the world around them through weekly visits to the forest or the beach.

Leadership and management:

The person in charge is very dedicated and has a clear and robust vision, based on ensuring provision of the highest standard for children. Alongside the responsible individual and the management committee, she sets a purposeful direction to develop the provision. The children's wellbeing is at the heart of everything that happens at the setting. The practitioners are a close-knit and committed team and respond extremely kindly and effectively to the needs of each child. They act tirelessly in the interests of the children and, as a result, they are happy and make good progress.

Effective self-evaluation procedures have been established firmly. They are based on a good range of evidence and include an honest evaluation of the provision and its effect on children's progress, skills and well-being. The prioritise that are identified during the process are summarised in a concise development plan. Sensible actions are identified and consider what they need to do to achieve the different priorities. This ensures that leaders have a practical understanding of what they need to do to realise their objectives. A notable example is that way in which leaders have developed methods to assess the children's progress.

Leaders ensure a regular and valuable programme of training and professional learning experiences for practitioners. The effect of training can be seen clearly in the work and attitudes of practitioners with the children. For example, training that focused on children's repetitive behaviours has been very useful as practitioners consider how to support learning.

Practitioners have purposeful links with the local authority's early years advisory teachers, for example by attending beneficial training to develop provision in light of the arrival of the Curriculum for Wales. They also work closely with officers from support organisations in the area, who provide extensive and useful guidance to the person in charge and practitioners. Practitioners work closely with additional learning needs services in the county and receive training that enables them to support children successfully. For example, they receive specialist support and strategies to help and support children on the autistic spectrum.

A close relationship has been developed with the local primary schools, for example the arrangements for collecting children from the school and transporting them to the setting. Information is shared and received between the setting and the school to facilitate the transition process. Leaders and practitioners have a close and effective partnership with parents. They share information with parents and carers in a timely and effective manner through purposeful apps. This provides parents with up-to-date information about the children's experiences. Leaders also provide regular opportunities to discuss with practitioners face-to-face.

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)

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

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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
28	The provider has not sought the necessary documentation to satisfy themselves of the suitability of staff to work at the setting.	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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