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 Bodedern

Y Caban
Bodedern Primary School
Bodedern
Anglesey
LL65 3TZ

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 Bodedern

Name of setting	Cylch Meithrin Bodedern
Category of care provided	Full day care
Registered person(s)	Cylch Meithrin Bodedern
Responsible individual (if applicable)	Linda Jones
Person in charge	Sandra Jones
Number of places	18
Age range of children	2 – 4 years
Number of 3 and 4 year old children	13
Number of children funded for early education	4
Opening days / times	8.30 – 3:00 Monday to Friday
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	October 2021
Date of previous Estyn inspection	24/05/2016
Date(s) of this/these inspection visit(s)	05/02/2024
Very few children come from Welsh-speaking households.	

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 Develop the practitioners questioning methods in order to extend children's thinking skills

R2 Ensure that practitioners use observations effectively to plan the next steps in the children's development

What happens next

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

Main findings

Well-being: Good

Almost all children have strong voices, and make choices and decisions confidently when playing. Most move between different activities confidently and follow their personal preferences effectively. For example, children help themselves to resources from the cupboard, return them and take another resource. They are confident and follow their personal preferences effectively. For example, they enjoy using the tablet and making the electronic car move remotely. The children are confident to say if they do not want to take part in an activity, for example, some did not want to dance and they said so confidently.

Most of the children are happy to ask a question or inquire about something as they get a good response from practitioners. Almost all children are comfortable in the care of the practitioners. They arrive at the setting contented and cope very well when separated from their parents and carers. Less confident children respond well to the support given by practitioners to help them settle. Almost all children are very well behaved during free play and group activity sessions. Many share resources well and are beginning to understand how to take turns successfully. For example, when making pancakes, they take turns to mix and add ingredients. Almost all children enjoy experimenting with a wide variety of exciting play opportunities. For example, they thoroughly enjoy using fishing nets to catch bugs outside.

Almost all children form positive relationships with practitioners and their friends and approach practitioners to share their play or to be comforted. Almost all children enjoy their play and learning activities, and they chat and laugh while playing with the farm or building a house using blocks. They enjoy moving from one activity to another, and persevere and concentrate for extended periods. Almost all children enjoy experimenting with a wide variety of stimulating play opportunities. They are offered a good choice of free play opportunities in the main playroom and in the outdoor area. Almost all children develop very good independence and self-help skills. For example, they cut their own fruit during snack time and pour water or milk into a cup. They use the toilet confidently, and wash and dry their hands unprompted.

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

Practitioners provide good care and support for children. They implement appropriate policies to promote healthy lifestyles and promote children's health and well-being effectively. Practitioners offer healthy and nutritious snacks and drinks, including fresh fruit, milk and water. They know the children very well and have a good understanding of their needs and preferences. For example, they respond sensitively to children who choose not to participate in group activities.

Practitioners identify risks and manage them well. They have a sound understanding of their responsibilities and provide suitable opportunities for children to develop according to their age and ability. They remind children of dangers and how to keep safe, for example, by explaining the risk of falling if they climb on tables and chairs. In addition, they follow procedures for recording accidents or injuries appropriately. Practitioners understand the behaviour management policy, and act as good role models. They listen to children's views, and respond positively to them. Practitioners have received training on safeguarding children, and are confident of how to act should they have any concerns about a child. The setting's arrangements for safeguarding children meet the requirements and pose no cause for concern.

The practitioners interact effectively with the children, showing warmth and kindness. They form a very beneficial relationship with the children. They know the children very well and they respect their wishes and their preferences. For example, the children respond positively and tidy up without fuss. Practitioners use positive language with the children, which also promotes good behaviour and supports the children to manage their choices effectively. Practitioners are sensitive to the needs and experiences of individual children.

Practitioners promote the children's play, learning and development very effectively. Most use the Welsh language regularly to immerse and reinforce vocabulary and

language patterns with the children. They ensure that the children feel comfortable and happy, discussing play opportunities with the children and asking questions. The setting has effective processes in place for meeting children's individual needs, including children with additional learning needs.

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

The practitioners work together effectively to plan a range of interesting learning experiences which encourage every child's development. They respond appropriately to the requirements of the Curriculum for Wales by adapting the provision and teaching approaches. They have a good understanding of child development which enables them to respond positively and successfully to their personal interests and needs. They plan and model beneficial activities which support the children's experimental and free play intelligently. Practitioners understand when and how to intervene in order to enrich the learning. In general, they ask suitable questions to extend the children's understanding. However, they do not always question children effectively enough to develop their thinking skills and understanding further.

Practitioners plan good opportunities to develop the children's literacy skills. They take advantage of opportunities to model the Welsh language effectively by introducing relevant vocabulary and engaging songs. They encourage the children effectively to develop their early writing skills by creating marks using a variety of media and encourage them to handle books. Practitioners also plan interesting opportunities to develop the children's numeracy skills through authentic experiences. For example, they provide beneficial opportunities to develop measuring and counting skills by using and handling ingredients and cooking utensils to create a pancake batter. In general, practitioners record suitable observations of children's development and achievements. However, they do not always use this information purposefully enough to inform the next steps in their learning and development.

The practitioners have a good working relationship with the children. They provide longs periods of unbroken play for children to explore their ideas and develop perseverance. For example, challenging the children to be creative with dough and creating different foods using soil and grass in the mud kitchen. They ensure good opportunities for children to develop their physical skills and solve problems successfully. For example, they encourage them to ride bikes around the obstacles and to construct using a range of resources. The provision to support the children's digital skills is appropriate. They provide suitable opportunities for children to develop their digital skills by using a suitable range of equipment such as digital cameras, a tablet and digital scales.

Practitioners develop children's spiritual, moral and social skills successfully. They organise a good range of interesting play and learning experiences for the children that nurture their curiosity and their appreciation of the wonders of the world in a variety of contexts. For example, they plant flowers and observe their growth, and go on nature walks in the local area. They celebrate and promote Welsh culture well by celebrating Saint David's Day and studying the history of Saint Dwynwen and making

cards. They also promote and celebrate diversity appropriately by using a good range of multicultural resources and studying particular festivals, such as the Chinese New Year.

Environment: Good

The leader provides a suitable, secure and clean environment for children. Practitioners follow consistent arrangements in relation to the safety of the environment and regular cleaning procedures which reflect good hygiene practices. They control infection effectively minimising the risk to children's health and safety. The leader and the practitioners produce and implement adequate risk assessments for every area daily.

The environment is inclusive and every child is given equal access to all the diverse resources and activities. The main room is welcoming and friendly, and provides a good environment for play and learning. The leader makes good use of the room to provide organised learning areas that encourage children to use them independently. For example, the role play area promotes learning experiences well by providing real crockery and cooking utensils at a low level. The leader and the practitioners ensure that the children have an opportunity to use the outdoor play area regularly. The children enjoy opportunities to ride bikes, climb, play in the water tub or relax in the wooden cabin with a book. The environment affords children the opportunity to go to the toilet and wash their hands independently.

The leader ensures that almost all children can access a wide range of high-quality furnishings, toys and equipment that are age-appropriate. Baskets and open shelves are available for children to explore in order to develop strong independence skills. The leader also provides beneficial resources to stimulate the children's curiosity in wider society, promoting equality and raising awareness of different cultures. They extend the children's knowledge and development in the outdoors by offering a good range of resources that stimulate their curiosity and interest. For example, the children plant, grow and eat fruit and vegetables.

Leadership and management: Good

Leaders have a clear vision which is set out successfully in the statement of purpose, which steers the direction of all the setting's work purposefully. Leaders appreciate the practitioners' commitment and support them to develop their skills and understanding. As a result, practitioners and leaders work together effectively as a team which promotes a stimulating and supportive atmosphere for the children.

Leaders make good use of robust self-evaluation procedures to identify strengths and areas for improvement. They evaluate progress against the priorities of the improvement plan regularly in order to improve the provision continuously. For example, they have identified the need to improve methods of communicating and sharing information with parents and guardians about their children's progress and informing them of important events.

Leaders have high expectations of themselves and the practitioners and they work together very effectively to ensure improvements across the setting. The leaders manage the practitioners conscientiously through their supervision and appraisal procedures. These arrangements ensure the accountability of all practitioners regarding the standard of provision and children's outcomes as well as offering them beneficial opportunities to develop professionally. For example, practitioners have received training on additional learning needs to support needs and ensure full access to all children in the setting. Leaders have robust recruitment arrangements in place for practitioners. As a result, the setting complies with the regulations and meets the national minimum standards.

Leaders prioritise budget and grant expenditure against targets effectively and allocate resources wisely. For example, leaders fund improvements in the outdoor area providing attractive and high-quality climbing equipment which enriches the children's physical and problem solving experiences.

The setting has a range of valuable partnerships including a very close relationship with the local school and the head teacher visits the setting every month. The children visit the school before starting there. This is a strength and ensures that the children's well-being is a priority for all. As a result, the children feel very confident moving to the school for the next stage in their education.

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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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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