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 a Grwp Ti a Fi Waunfawr

Y Ganolfan
Waunfawr
Caernarfon
LL55 4YY

Date of inspection: June 2024

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin a Grwp Ti a Fi Waunfawr

Name of setting	Cylch Meithrin a Grwp Ti a Fi Waunfawr
Category of care provided	Full day care
Registered person(s)	Cylch Meithrin a Grwp Ti a Fi Waunfawr
Responsible individual (if applicable)	Lois Eleri Hughes
Person in charge	Eira Delacey-Vallecarde and Kara Jones
Number of places	19
Age range of children	2-3 years old
Number of 3 and 4 year old children	11 three year olds and 7 four year olds
Number of children funded for early education	8 children
Opening days / times	Monday, Tuesday and Wednesday 8:50am – 3:00pm, Thursday and Friday 8:50am – 1:00pm
Flying Start service	No
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	This is the first inspection since re-registration with CIW
Date of previous Estyn inspection	October 2017
Date(s) of this/these inspection visit(s)	11/06/2024
Number of children who speak Welsh at home – 28 out of 32 children.	

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)**	**Adequate**
Environment	**Good**
Leadership and management	**Adequate**

Non-compliance

The provider was notified that the setting is not in compliance with the Regulations. No notices were issued but these have been identified as areas for improvement and the Responsible Individual (RI) should address them.

Information about all instances of non-compliance has been included in the Summary Report on Action and Improvement, which will be sent separately from the report by CIW.

Recommendations

R1 Ensure all accidents and incidents are signed by parents / carers to show that they have been kept informed

R2 Plan more purposefully to develop children's skills and improve the use of observations to ensure that they support individual children's progress effectively

R3 Consider the views of all stakeholders when planning for improvement

R4 Ensure the supervision and appraisal system is formalised and incorporated into practice

R5 Address the non-compliance identified during the inspection

What happens next

Not in follow-up activity
The setting will produce an action plan showing how it will implement the recommendations.

Main findings

Well-being: Good

Children have an effective voice to choose and develop their ideas well. As a result, they choose their own learning and play experiences and activities confidently. They move between the indoor and outdoor play areas completely independently, and maintain interest in their work for extended periods.

Most children communicate confidently and express themselves effectively. For example, children greet practitioners and their friends with a smile on arrival at the setting. Children shared their stories enthusiastically and one child spoke happily about a time when his mum fixed his bike. A child said with pride that they had painted a pink flower. As a result, they enjoy speaking about their daily activities enthusiastically.

Nearly all children are happy because of the warm relationship they have with practitioners. For example, they enjoy sitting with practitioners and chatting about the story books and having a cuddle. The majority of children are familiar with the daily routine. For example, they showed how they wash their hands before snack time and how they get ready to go outside for a walk to collect their friends from school.

The majority of children interact positively with their friends and the practitioners. They enjoy socialising with others during meal times and practice good manners. They learn to share and take turns,for example when helping each other to walk across the wooden planks. They learn to share and take turns purposefully. For example, during craft time they share the paint and glue and take turns to use the shiny materials. Additionally, most children learn well about kindness to others. For example, they chat intelligently with practitioners about dressing the dolls in warm clothes and share dough with friends. They are patient with each other when preparing tea and cakes in the play house.

Most children are active and express enjoyment in their play and learning when exploring their environment. They enjoy developing their imagination in the home corner. For example, one child showed their friend how to use the toy hoover to clean the carpet. Children enjoy exploring the different sounds they can make by hitting the wooden planks with a stick. They thoroughly enjoy creating rhythms.

Most children develop their independence skills successfully, which enables them to follow their interests and do things for themselves. They concentrate well for appropriate periods of time when participating in a range of learning experiences and activities,for example, when mark-making in the sand, using a wide range of items to decorate their dough creations and completing a jigsaw.

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 know the children well and respond to their requests immediately. There is a wonderful relationship between them and they praise the children consistently for their efforts, celebrating their achievements enthusiastically. Practitioners are warm and friendly and they greet the children with a smile and gentle voices.

Practitioners have a good understanding of their role and responsibilities to keep children safe and healthy. They have an appropriate understanding of safeguarding procedures. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern. They record children's attendance promptly and the majority of practitioners have completed up to date first aid and safeguarding training. Fire drills are held regularly and results are recorded to support practical improvements appropriately.

Practitioners ensure that children are given healthy snacks and that water and milk are available. They organise good outdoor play activities, encouraging the children to play enthusiastically to develop their physical skills. Practitioners encourage children to wash their hands which helps them develop their personal hygiene practice successfully. They complete accident and incident records but not all of these have been signed by parents and carers to evidence that they have been informed and that they have acknowledged them. Additionally, practitioners follow appropriate nappy-changing procedures, in accordance with current guidance.

Practitioners respond to children's individual needs, ensure an inclusive environment and manage interactions positively. Practitioners provide support in a sensitive and positive manner. Additionally, they promote children's play, learning and development and meet their individual needs purposefully.

Practitioners develop children's awareness of their local community appropriately. They organise walks and take part in events with the local primary school. They support children to develop their Welsh language skills confidently through their play and learning experiences. For example, practitioners arranged a lovely story time session, and they encourage children to take part in the story by asking and answering questions.

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

Practitioners have an appropriate understanding of child development and curriculum requirements and they work together effectively for the children's

benefit. The planning is led by the children and practitioners respond well to their interests and ideas. For example, children are given opportunities to experiment with paint, develop their balancing skills by creating paths and serve each other food on real plates. However, practitioners do not always plan purposefully enough to build on children's skills systematically.

All practitioners interact effectively with the children and offer valuable opportunities to develop their literacy and problem-solving skills and model the Welsh language well. They repeat words and phrases regularly to enrich the children's language, and challenge them to explore different materials with magnets. The provision to support children's numeracy skills is appropriate. For example, practitioners encourage the children to count, identify 2D shapes and compare the weight of objects on balance scales. Practitioners are starting to scrutinise children's literacy and numeracy development. However, they do not use the information purposefully enough to move children forward to the next steps in their learning.

Practitioners ensure that the children develop their independence and creative and physical skills successfully. For example, they encourage them to experiment with chalk and paint, build tall walls and practise rolling, bouncing and catching balls. However, the range of resources available to promote the development of children's digital skills is inadequate.

Practitioners develop children's spiritual, moral and social skills in a meaningful manner. They are good role models, encouraging the children to be kind and to respect each other. For example, practitioners praise the children constantly when they share resources and are kind to other children. Practitioners are developing their knowledge about how to develop children's awareness of their wider society. They promote children's awareness of Welsh culture effectively using a range of activities and celebration days such as St David's Day and singing familiar Welsh nursery rhymes every day.

Environment: Good

Leaders ensure the play and learning environment is safe and clean, and provide good opportunities for children both inside and outside the building. They complete risk assessments which briefly outline the steps to take to reduce or prevent risks to children. Leaders have improved the usual cleaning arrangements and they follow current infection control guidance appropriately. They ensure that all practitioners supervise the children well and know how to respond to any emergency.

Leaders ensure that the learning and play areas promote children's independence in an effective way. This enables the children to move around freely and make choices to pursue their own interests. Children have access to a wide and diverse range of toys, resources and furniture of an appropriate size. This includes a wide choice of natural resources to develop children's skills successfully. Leaders ensure that they keep toys and resources conveniently within reach of the children, which helps them to make decisions and choices about what they want to use. The setting has a

suitable area for children to store their personal items which creates a sense of belonging.

Leaders ensure that there is a suitable supply of multicultural resources available to start to raise children's awareness of their wider society. Additionally, they make good use of materials which have been recycled and reused to develop children's natural curiosity. Leaders also ensure that the children's artwork is displayed attractively which gives them a sense of pride.

Leadership and management: Adequate

Leaders manage the setting appropriately. They ensure that practitioners work well as a team but they do not ensure that they meet the regulations and standards fully.

The committee and the leadership team are fairly new and they work together appropriately to develop their understanding of their roles and responsibilities. The setting has a clear statement of purpose which informs parents and guardians about what the setting has to offer. There is a range of useful policies and procedures that practitioners follow appropriately.

The leaders create a positive atmosphere of team-work across the setting and the practitioners support each other well. This creates a homely, happy and welcoming ethos. On the whole, leaders make appropriate use of practitioners and resources to support children's welfare, learning and play. They ensure that practitioners have suitable qualifications and relevant experience of working with young children. Leaders have gathered the required information in the children's individual records but they have not ensured that their recruitment processes are thorough. As a result, not all practitioners have had checks to meet the requirements. Leaders have appropriate supervision and appraisal procedures in place; however, these one to one discussions are not always formalised and held regularly.

Leaders use suitable procedures to appraise the work of the setting and identify strengths and areas for improvement appropriatelyThey take part in valuable professional development opportunities, such as attending training courses recommended by the local authority. However, they do not always consider the views of all stakeholders when planning for improvement. Although the setting has taken advice from the local authority's advisory teachers and support organisations, these partnerships have not yet been fully-developed.

Leaders allocate resources and prioritise budget expenditure and grants against the setting's targets in an intelligent manner. For example, they have invested in improvements to the outdoor area to provide a stimulating and exciting environment for children.

Practitioners and children benefit from a valuable partnership with parents and carers. Leaders hold informal meetings and provide them with a booklet at the end of the year which reflects their children's achievements. However, they do not inform them regularly enough about children's achievements, and this limits parents and carers' awareness of children's experiences.

Leaders have strong links with the local school and have effective transition arrangements in place, which support children successfully as they prepare to move to school. Practitioners walk the children to school during the summer term, where they are able to join in on sports day and meet their new teachers.

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: 13/08/2024

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.

Area(s) for Improvement		
Regulation	Summary	Status
28	Rhaid i'r unigolyn cyfrifol sicrhau bod ganddynt yr holl wiriadau addasrwydd angenrheidiol ar gyfer pob	New

	ymarferydd cyn iddynt ddechrau gweithio yn y gwasanaeth.	

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 13 August 2024