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 Llandegfan

Ysgol Gynradd Llandegfan
Llandegfan
LL59 5UW

Date of inspection: May 2023

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Llandegfan

Name of setting	Cylch Meithrin Llandegfan
Category of care provided	Sessional Day Care
Registered person(s)	
Responsible individual (if applicable)	Sophie Parry
Person in charge	Joanne Anderson
Number of places	24
Age range of children	2 and a half to 4 years
Number of 3 and 4 year old children	28
Number of children funded for early education	7
Opening days / times	Monday to Friday 9am to 1pm
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service which provides the Welsh Language 'Active Offer'. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of children who use or may use the service
Date of previous CIW inspection	This is the service's first inspection.
Date of previous Estyn inspection	February 2016
Date(s) of this/these inspection visit(s)	02/05/2023
Many children speak English at home.	

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)**	**Good**
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 Provide more opportunities for children to solve problems independently

R2 Strengthen partnerships that enable children to learn about their locality

What happens next

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

Main findings

Well-being: Good

Most children have a strong voice and they express their opinion regularly. For example, they move around the room confidently from one activity to the other and help themselves to the resources provided for them as well as those in boxes and drawers. Children know that their feelings are considered. For example, when they feel sad, they are comforted by practitioners.

Most children feel completely at home at the setting and enjoy attending. They are happy and go to play immediately, settling in very quickly and feeling safe in their environment. They have developed a very close relationship with practitioners and are happy to chat informally with visitors. Most children are familiar with the daily routine and comply with the setting's routine in a mature way. This gives children assurance when coping with new experiences.

Most children develop appropriate socialising skills. They are polite and well-behaved, showing respect for practitioners and their peers. For example, they pour their own drink and ask whether they can pour a drink for their friends, and respond with please and thank you when passing spoons to each other and receiving them.

Most children enjoy their play and learning activities very much. For example, they have great fun playing with the electronic cars, laughing as they watch them zoom across the room. Most children respond with great excitement when playing in the outdoor area. They use the equipment to pour water into measuring cylinders and develop their physical skills by climbing tyres and wooden boxes and riding bikes.

Most children develop very good independence skills, for example, putting on and removing wellingtons and coats. They can help themselves to plates and cups at snack time and pour their own drink. Most make choices in line with their interests choosing how to spend their time. They enjoy going to different resources, both inside and outside the building, and persevere appropriately with activities, losing themselves in their play for long periods.

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

Most children play with each other enthusiastically and make good progress in their learning. They apply a wide range of skills effectively, which improve their outcomes and skills successfully.

Most children strive to use Welsh independently, with guidance and encouragement from practitioners. Additionally, they enjoy joining in with familiar rhymes and singing them together during their circle sessions and while washing their hands. They listen carefully to instructions and follow them conscientiously, for example, when filling buckets with sand to create castles of the same size. They speak naturally with each other while engaged in extended periods of creative play. They respond to discussions and share ideas to complete tasks successfully. For example, they work together to crush basil and parsley and mix them with water in the mud kitchen.

Most children discuss books intelligently. They engage enthusiastically with stories and respond humorously to their peers whilst enjoying the events and pictures in the stories. They show interest when describing different characters and consider the results of actions thoughtfully, for example, they respond intelligently to the adventures of dancing dinosaurs.

During their play, most children make purposeful marks using different media such as chalk, paint and crayons. They are starting to develop their early writing skills effectively. For example, they make meaningful notes in booklets, after answering the phone in the role play area and when planning how to balance shapes to create a tower. They enjoy their early writing experiences and explain the purpose of their records eagerly.

Most children use mathematical language correctly in appropriate contexts. They have sound numeracy skills and they enjoy experimenting with a wide range of mathematical equipment. They count confidently when sorting reels, small stones and petals, and they have an increasing understanding of the properties of shapes. In addition, they discuss and compare the volumes of cylinders, buckets and jugs intelligently while pouring water from one box to another.

Most children develop physical skills successfully by riding bikes on the yard, balancing and climbing on adventure equipment. They enjoy working together to adapt their ideas, for example, changing the angle of the ramp so that the cars accelerate and slow down as they leave the garage. These positive attitudes have a good effect on their learning.

Most children develop digital skills effectively. They take advantage of the purposeful opportunities available to them. For example, they control the direction of electronic cars, they communicate by using talking devices and they follow language and numeracy programmes on electronic tablets. As a result, they familiarise themselves well and apply their digital skills purposefully.

Care and development: Good

Practitioners focus constantly 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 an up to date first aid certificate. As a result, they follow sound procedures when dealing with any accidents. All 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.

Practitioners form a very close working relationship with children and provide guidance and caring support. They collect a useful range of information from parents and carers about children's individual routines 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 hesitant when meeting unfamiliar people and help them to build their self-confidence. Practitioners take pride in children's progress and feel passionately about providing the best care to ensure that they thrive.

Practitioners understand the behaviour management policy and act as effective role models. They listen closely to children's views, responding carefully to their needs. Practitioners interact positively and kindly with children and show dignity and respect towards them at all times. For example, they address children's personal needs in an attentive and meaningful way, and inspire children to respond energetically to outdoor activities.

Practitioners promote children's health and well-being effectively. They offer healthy and nutritious snacks and drinks, including fresh fruit, milk and water. They follow detailed hygiene procedures, and the practices are incorporated purposefully in children's daily routine. Practitioners ensure that children spend as much time as possible outdoors. They promote physical activities successfully and provide regular opportunities for children to develop adventurous and skilful attitudes towards learning. Additionally, efficient procedures are in place to support 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

Practitioners have a positive and enthusiastic attitude which motivates children's learning purposefully. The purposeful teaching methods encourage children to work together successfully and develop a wide range of skills effectively across the learning areas.

Practitioners deliver engaging activities which have a good effect on children's knowledge and understanding. They enable children to take risks and develop useful cognitive skills. For example, they support children to build towers using 3D shapes and challenge them to mix colours skilfully when painting.

Practitioners intervene consistently during activities and encourage children to experiment when playing. They have regular discussions with children about how to succeed in their tasks. For example, practitioners discuss the best way to control electronic cars on the floor of the room and the best way to organise resources to reflect the life cycle of the frog. However, there are not enough opportunities for children to solve problems completely independently, without adult supervision.

Practitioners deliver a wide-ranging and balanced curriculum, which includes sensible cooperation amongst themselves and a willingness to follow children's interests and suggestions. They plan together effectively to expand children's learning through a variety of practical experiences, such as making cakes with dough, mint and small, colourful stones. They observe children and discuss their progress thoroughly to identify the next steps in their learning. Practitioners provide useful information about children's achievements to their parents and carers on social media, verbally and through progress booklets.

Practitioners plan interesting opportunities to develop children's literacy, numeracy and digital skills. They extend children's understanding during sessions by questioning them skilfully and encouraging them to explain their actions carefully. They do this as they prepare vegetables in the home area, record their work on electronic tablets and glue petals on paper to match with specific numbers.

Practitioners ensure that children develop their physical activities successfully. For example, they encourage children to walk along narrow routes and climb carefully on adventure equipment. They provide interesting creative activities, such as creating different rhythms with drums and maracas and role playing when phoning relatives with imaginary messages.

Practitioners develop children's spiritual, moral and social skills well. They promote Welsh culture efficiently by celebrating Saint David's Day, the history of Saint Dwynwen and studying the properties of the mountains in the area. Additionally, they celebrate diversity sensibly. For example, they study special festivals, such as the Chinese New Year, and read interesting stories about children from different backgrounds in Wales and across the world.

Environment: Good

Children receive care and education in a safe and clean environment. Leaders and practitioners respond purposefully to any risks identified in order to ensure children's safety. For example, they undertake regular checks to ensure that the outdoor equipment meets relevant safety requirements.

Practitioners are very aware of safety matters and the requirement to conduct regular fire drills. The premises are safe and visitors cannot enter any part of the setting unless they are admitted by practitioners. Additionally, the outer fence prevents children from leaving the premises without permission and the building's external doors are kept locked.

Practitioners ensure that the environment is welcoming and friendly. The environment's layout and resources provide enriching play and learning opportunities. Practitioners arrange the room to provide the children with stimulating play and learning areas. They provide excellent opportunities for children to use equipment and resources independently, such as in the role play area and the mark-making and creative play area.

There is an engaging range of resources in each area, all within children's reach, including resources that promote their awareness of cultural diversity and equal opportunity. For example, dolls and musical instruments from different cultures are available. Additionally, a large number of natural resources are provided, such as tree logs, rice, shells, small colourful stones and pine cones, which promote children's creativity successfully.

The outdoor environment is spacious and provides exciting opportunities for children to play and learn outside. Leaders and practitioners make good use of recycled resources to create excellent learning areas that provide adventurous opportunities. The climbing area has been made from a wooden pallet and the mud kitchen includes crockery and opportunities for children to use real food such as fresh herbs which are grown in the garden. Leaders and practitioners provide mark-making opportunities for children in all the indoor and outdoor learning areas, on paper, or using chalk and crayons. Children enjoy using the resources and most choose to spend their time outside productively. The doors are kept open throughout the session and as a result, children can choose where to play as they wish. The resources both inside and outside are of a very high standard, clean and within easy

reach, which enables children to make independent and wise decisions regarding their play.

Leadership and management: Good

The setting has effective leadership strategies and leaders focus thoroughly on improving the provision and children's outcomes. Their sound vision promotes successful cooperation among practitioners. All practitioners encourage children to do their best during their activities and provide intelligent encouragement and motivation. This leads to successful teaching and tender pastoral care.

Leaders support practitioners purposefully to maintain standards by setting high expectations for their work and conduct. Their knowledge of the setting's strengths and areas for improvement is reliable and they evaluate the setting's work skilfully. Leaders follow robust self-evaluation procedures, which enable them to identify appropriate priorities for improvement. They evaluate progress purposefully, for example, scrutinising the digital experiences available to children. As a result of these thorough procedures, leaders have a firm understanding of how to develop the provision continuously.

Leaders implement safe recruitment systems effectively and ensure that the qualified practitioners work closely as a team. Leaders support practitioners to attend useful training to improve their practice. As a result, practitioners are conscientious and listen carefully to suggestions made by leaders and officers from support agencies. Leaders have thorough arrangements to evaluate the performance of practitioners, and they supervise and evaluate their work closely and regularly.

Leaders ensure that they consider feedback given by all stakeholders who are involved in the life and work of the setting. They have useful discussions and consider stakeholders' suggestions fully when developing the provision and improving children's experiences. For example, they listen carefully to the support officers in relation to developing planning and assessment practices in order to better follow children's interests and ideas. In addition, they use social media effectively to provide up-to-date information about children's experiences and progress to their parents and carers every week.

The thriving relationship with the school prepares children purposefully for the next step and they share the building and resources successfully. Leaders are starting to form local partnerships to improve children's awareness of their locality. However, opportunities for children to learn about their locality have not been firmly embedded.

The use made of the budget and grant funding prioritises expenditure against the setting's targets effectively. Leaders allocate resources wisely and fund useful equipment in line with the setting's targets. Careful planning improves children's learning and play experiences meaningfully by providing valuable resources such as a mud kitchen, adventure equipment and planting areas.

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

© Crown Copyright 2023: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 06/07/2023

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published Insert_Report_Published_Actual_Donot_Delete