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 Y Fro

Ysgol Gynradd Llangyndeyrn
Llangyndeyrn
Llanelli
SA17 5BW

Date of inspection: September 2023

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Y Fro

Name of setting	Cylch Meithrin Y Fro
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	
Person in charge	Ffion Evans
Number of places	6
Age range of children	2-3 years old
Number of 3 and 4-year-old children	4 3-year-olds
Number of children who receive funding for early education	3
Opening days / times	Monday – Friday: 9.00 – 3.00
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.
Date of previous CIW inspection	Post-registration inspection
Date of previous Estyn inspection	November 2015
Dates of this inspection visit(s)	19/09/2023
The Cylch Meithrin is situated on the grounds of Ysgol Y Fro, Llangyndeyrn.	

Summary

Theme	Judgement
Wellbeing	**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 Continue to refine provision to develop children's independence further

R2 Formalise the performance management processes for practitioners

What happens next

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

Main findings

Well-being: Good

Nearly all children have a strong voice and make choices and decisions regularly. They enjoy the freedom to move confidently around the indoor and outdoor learning areas. Most children choose resources effectively within the play areas. For example, they move from one table to another and enjoy marking with pencils, choosing books and playing with cars. They know that the staff give full consideration to their wishes and feelings. Children choose where to sit confidently at the table for snack time and are happy to ask to go to the toilet.

Children are happy on arrival at the setting and settle quickly. They smile and cope very well when separating from their parents and carers. Children feel safe in the care of the practitioners. They enjoy spending time looking at books and are keen to share news. Children settle very quickly and are familiar with the setting's daily routines and know what comes next. They socialise, chat, laugh and sing while playing. Children develop close and warm relationships with practitioners and interact well with visitors. They talk enthusiastically about their families. For example, as part of the monthly themes, children enjoy seeing pictures of their family members, which leads to further discussions about relationships, memories and experiences.

Most children develop good socialising and interaction skills and share without fuss when playing. For example, they work together when creating a farm area and wait their turn and share patiently. They also enjoy coming together to count, sing and read together and answer questions about the weather.

Most children are lively and enthusiastic. They enjoy spontaneous activities and are full of excitement when experimenting. For example, when they give the dolls a bath, they enjoy the preparation of carrying water to the tub, filling and emptying cups and naming parts of the body. Most children develop their physical, literacy, numeracy and creativity skills effectively. They enjoy touching, counting, weighing and studying a collection of acorns after gathering them from the outdoor area.

Most children develop good independent skills and persevere purposefully when learning. They show pride when completing tasks such as spreading butter on bread and show enjoyment when they are praised and when they succeed. Children enjoy the responsibility and role of 'Helper of the Day' by wearing a badge and supporting others with their snack, drink and lunch.

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: Good

Practitioners prioritise the children's health and safety successfully. They understand their roles and responsibilities well and implement the setting's policies and procedures effectively. Practitioners have up-to-date first aid certificates and have a thorough understanding of the children's individual needs. They follow procedures in detail and keep accurate accident and incident records and understand medication procedures clearly.

Practitioners have a good understanding of hygiene procedures and implement them effectively. For example, they sanitise surfaces carefully before snacks and wear gloves and an apron when changing nappies, and record information correctly. They are aware of the children's health needs and have clear procedures to support those needs. Practitioners have a sound understanding of child safeguarding processes. They are aware of the procedures to follow if they have any concerns. The setting's arrangements for safeguarding children meet requirements and they have completed advanced level training. Leaders ensure that the staffing ratios are suitable and ensure that admission and departure procedures are safe and effective. Practitioners prepare healthy snacks while ensuring that the children eat and drink healthily.

Practitioners have a close relationship with the children and treat them kindly. They interact naturally and support the children to respect each other. Practitioners act as good role models and interact positively, listening, co-operating and explaining in a clear and caring manner. They show an interest when listening, give praise and extend the children's understanding by interacting in a close and personal manner. For example, before going outdoors, practitioners talk about clothing and footwear that are suitable for the wet weather.

Practitioners have a clear understanding of the children's individual needs and wishes. They provide an ethos and environment that nurtures care and demonstrates respect at all times. For example, practitioners support children to think about their needs, such as wiping their noses or putting on an apron. Practitioners encourage the children's independence kindly and sensitively and provide encouragement to build on their individual skills to nurture their self-respect. Practitioners extend children's learning experiences spontaneously. For example, while playing with farm resources, practitioners talk to the children and encourage them to think and suggest their own ideas.

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

Practitioners have an appropriate understanding of child development and the requirements of the curriculum. They work well together to plan and provide a wide range of successful learning experiences that respond to, and engage the interest of, all children. They provide learning experiences that develop children as confident and caring explorers of their environment. For example, they provide opportunities for children to grow plants and vegetables, hunt and care for insects and consider and respect others.

Practitioners plan beneficial opportunities to develop children's literacy and numeracy skills. They encourage children effectively to make marks with a variety of media and encourage them to count and sort blocks by colour and size. They focus well on improving children's oral Welsh skills by repeating vocabulary, language patterns and singing lively songs. Provision to develop children's early ICT skills is developing appropriately in line with their age. Practitioners extend the children's understanding by questioning them skilfully, which has a positive effect on improving their reasoning skills.

Practitioners plan valuable opportunities to develop children's physical and creative skills. For example, they encourage children to try things and to experiment when moving in a variety of forms. They support children to compose different rhythms by hitting drums, a tambourine and bells in the outdoor area. The practitioners' sound teaching methods lead to the children co-operating purposefully with each other. They provide engaging activities that enable children to take risks and develop their skills well. For example, they challenge children to create stable towers from different types of blocks.

Practitioners plan beneficial experiences to develop children's spiritual, moral, social and cultural skills. They promote diversity appropriately by celebrating different traditions and festivals during the year. They make good use of their local area by visiting the park to observe animals and to raise awareness of recycling and caring for their local area or *'cynefin'* by picking up litter.

Practitioners follow appropriate observation procedures to assess the children's development and adapt provision effectively as a result of this information. They support learning effectively by playing alongside the children. They intervene in a timely and effective manner to reinforce learning. However, at times, practitioners

over-direct learning, which has a tendency to hinder opportunities for the children to apply their independent skills.

Practitioners provide parents and carers with clear information about their children's achievements. They provide progress reports, communicate through social media and provide oral feedback at the door of the setting.

Environment: Good

Leaders ensure a safe and clean environment for the children. Visitors are unable to access the setting or the outdoor area without permission from practitioners. Leaders and practitioners ensure that visitors sign in regularly. Leaders ensure that fire drills are conducted and that the building's maintenance records are kept up-to-date. Children's and practitioners' records are kept confidential.

Leaders ensure that the setting and equipment to ensure the safety of the environment are serviced regularly, for example the fire equipment and first aid box. Leaders conduct effective risk assessments for the setting and the outdoor areas and these are reviewed thoroughly. Leaders ensure that there is an appropriate range of notices and posters around the setting, which support their clear procedures, such as a flow chart regarding child safeguarding arrangements.

Leaders ensure a homely environment that provides a welcoming, friendly and warm ethos. The indoor environment provides appropriate space for the number of children who attend on a daily basis. Leaders provide suitable toilets and appropriate facilities for washing and drying hands, which provide opportunities to promote the children's independence. They have created a safe environment in the outdoor area which provides children with challenges and appropriate opportunities to take risks and develop their curiosity. This area provides shelter underneath a pergola, a pasture area and a secure playground that provides physical, imaginative and creative play experiences. Leaders ensure that there is a good balance between promoting the children's safety and supporting them to take risks.

Practitioners ensure that there are varied and purposeful resources at a low level in all indoor and outdoor areas. As a result, children have access to a wide range of toys, resources and equipment which enables them to choose independently and pursue their individual interests, such as wooden, craft and small world resources. The outdoor area enables children to develop their physical, creative and experimentation skills effectively. Toys and resources are suitable and of good quality, for example bicycles and a structure with water pipes that enables children to experiment. Practitioners encourage children's personal and social development well by providing opportunities for children to play with multicultural resources. For example, the role-play area has a range of dolls from different cultures. Children are also given an opportunity to learn about a range of needs by experimenting with resources such as wheelchairs. Leaders prepare appropriate displays, for example flags of countries around the world, the body, well-being and the children's voice and the community.

Leadership and management: Good

Leaders are effective in informing their vision and setting high expectations. They do this by supporting and challenging everyone to ensure a high standard of service in terms of well-being, care and learning within a happy, stimulating and familial environment. Leaders respect and value the work of the practitioners. They consider their views, support them effectively and give them opportunities to develop professionally. This enables them to focus positively on meeting children's needs.

The statement of purpose is clear and provides parents and carers with sufficient information to make the correct choice about their children's care. No breaches of regulations or national minimum standards were identified during the inspection. The responsible individual is in the process of being approved as an RI by CIW.

Leaders have succeeded in ensuring that there are effective procedures in place to identify the setting's strengths and areas for improvement. This has led to purposeful priorities and appropriate targets for improvement. For example, they have identified the need to continue to develop the practitioners' knowledge and understanding of observing and assessing children's progress. However, monitoring practices for supervising and evaluating the performance of practitioners have not yet been established in full.

Leaders allocate and use the budget and grants effectively and prioritise expenditure against targets prudently. For example, they enable practitioners to benefit from appropriate training, which improves their planning and teaching practices. They also fund useful resources, such as a canopy, percussion instruments and a mud area, which promote exciting and valuable experiences for the children.

Leaders work effectively with a wide range of beneficial partners, including the local authority, external agencies and parents and carers. The setting has a successful partnership with the school and they share the site, resources and expertise intelligently. As a result, there are good arrangements in place to ensure that children transfer seamlessly to 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 judgement 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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