Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Estyn
Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

Report on

Cylch Meithrin Chwilog

The Vestry
Capel Uchaf
Pwllheli
LL53 6SH

Date of inspection: February 2022

by

Care Inspectorate Wales (CIW)

and

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

This report is also available in Welsh.

About Cylch Meithrin Chwilog

Name of location	Cylch Meithrin Chwilog
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Tanya Williams
Person in charge	Jade Collins
Number of places	14
Children's age range	2 – 4 years old
Number of children funded for up to 2 terms	5
Number of children funded for up to 5 terms	0
Opening days / times	9am – 3pm Monday to Friday
Flying Start service	No
Language of the setting	Welsh
Is the Childcare Offer available at this setting?	Yes
The Welsh-language Active Offer	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of the people who use the service, or who may use the service.
Date of previous CIW inspection	
Date of previous Estyn inspection	
Dates for this inspection visit(s)	15/02/2022

The nursery was registered in September 2022. The nursery is located in the vestry of the village chapel. The staff are experienced and the nursery is effectively managed by an active committee.

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Ensure that all staff undertake statutory training.

R2 Ensure a suitable balance between child initiated and adult led activities.

R3 Ensure that there is a wide range of learning resources that promote awareness of diverse cultures and equal opportunities

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Well-being:

Most children make informed choices when choosing activities. They are eager in choosing where they want to play. For example, some are happy to play outside in the mud kitchen and water tub while others choose to stay indoors to paint or play in the playhouse. Most children are confident in fetching their fruit and drink, and few tell a practitioner by pointing and leading them to their choice. Children express their views and wishes clearly. For example, they are confident enough to say when they do not want to sing. They know that their opinions and feelings are heard and respected.

Almost every child is happy and comfortable in the company of the practitioners. They arrive eagerly and a few run in without saying goodbye to their parents or carers. They form positive relationships with the practitioners and other children, which promotes their well-being and their daily experiences. For example, they lean comfortably on a practitioner's lap while reading a book or receive caring comfort when they feel sad that they have no fruit to eat. As a result, almost all children are aware that practitioners will listen to their wishes and respond appropriately and sensibly to their needs.

Most children behave very well when playing. Many enthusiastically share resources and ask each other to join in their play. For example, the children call to their friends "come help me make a sand castle!" before giving them a shovel. They talk confidently with practitioners about their best friends. Most are beginning to understand their feelings and are sensitive to the emotions of other children. For example, they worry about seeing someone sad or crying and try to comfort them. Many follow rules maturely and respond to instructions to tidy up and sit on the mat.

Most children enjoy and take an interest in their play and learning opportunities, which creates a happy and lively atmosphere. For example, they laugh happily when singing the 'Mistar swnllyd ydw i' song, taking part enthusiastically. Many children use their vivid imaginations to turn the small car outside into a 'painting space'. They collect the brushes and paint rollers from the water tub and go into the van to paint the shed walls and door.

Most children develop appropriate independent skills very well and wash and dry their hands before snack time and after playing outside. Nearly all the children eat independently and clear up after themselves, putting the fruit peel in the brown bin and returning their plates to the kitchen.

Learning (applies to three and four year-olds who are not receiving education in a maintained setting):

There is no report on children's learning. This is because there were not enough three or four year-olds present at the time of the inspection that do not receive

funded education elsewhere that we could report on without identifying individual children.

Care and development:

Practitioners place a high priority on keeping children safe and healthy. They have a strong understanding of their roles and responsibilities and apply all the setting's policies and procedures appropriately. Nearly all have current first aid certificates. As a result, practitioners follow appropriate procedures when dealing with any accidents. All practitioners have received training in child protection and therefore understand what to do if they have any concerns about a child. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners have not completed 'Duty of Prevention' training.

The setting's hygiene procedures and practices are very good and children are encouraged to wash their hands at the appropriate times. Practitioners wear gloves and aprons when preparing food and drink for the children. Risk assessments are updated regularly and there is an effective cleaning regime in place at the end of each session. Practitioners follow strong procedures when transferring children to their parents and carers and when admitting children from school.

Practitioners have a close and warm relationship with the children and treat them with care and respect. They know the children extremely well and discuss the needs of almost all children intelligently. Practitioners follow a behaviour policy effectively and take every opportunity to praise the children and celebrate their success in performing a particular task or skill. For example, practitioners thank them for listening and tidying up. Practitioners interact positively and show sensitivity towards children consistently and purposefully. For example, they discuss and draw the children's attention to other resources or activities that interest them.

Practitioners operate tailored systems to support children with additional learning needs and regularly work effectively with external agencies. They conduct reviews as required focusing on the child's progress, and include parents and carers and all relevant agencies. Practitioners give feedback to each parent and carer at the end of a session, focusing on the children's achievements.

Teaching and assessment (applies to three and four year-olds who are not receiving education in a maintained setting):

The setting has recently been following aspects of the new curriculum for nonmaintained nursery settings by experimenting with planning in response to children's activities. Practitioners organise the sessions as free play, facilitating learning by understanding when to intervene, and when not. All practitioners have a strong understanding of child development. They successfully promote the development of children's confidence. For example, they give them opportunities to use and explore a range of stimulating resources, when playing alone or with other children.

Practitioners have a wonderful working relationship with the children. They skilfully support and encourage the children, often by asking relevant open-ended questions that encourage the children to think and discover for themselves. Practitioners consider when to intervene to ensure that the children understand how to handle a new resource, for example when using a huge syringe in the water tub. However, the

tasks are generally child led and there is not enough balance between these activities and adult directed ones. The effect of this is that opportunities for spontaneous learning are lost.

Practitioners have high expectations of the children and allow them to be independent and take on responsibilities. A good example of this is the expectation that the children bring their own snack to the table when they want to eat, and then tidy up after themselves when they are finished.

Practitioners promote children's skills development effectively. They provide stimulating areas that encourage the children to exercise and refine their physical skills, for example in ensuring the continued availability of two and three wheeled bikes in the outdoor area. They present accurate vocabulary in Welsh and stimulate children's imagination when discussing and reading a story with them. Practitioners effectively model spoken language reinforcing familiar vocabulary throughout the session. They develop children's mathematical skills naturally during their play. For example, when considering how many tiles need to be laid on the floor or when identifying the properties of shapes to complete a puzzle. They encourage the children to develop creativity by providing different resources such as musical instruments and engaging with them enthusiastically. Practitioners regularly develop a sense and understanding of fairness, respect and honesty in the children. They discuss fairness in taking turns, the importance of telling the truth and how to be kind often when dealing with the children in each activity.

All practitioners understand their role in assessing children’s progress. They continually observe and support the children allowing them to play openly with access to all kinds of resources. The assessments are beginning to build up a detailed picture of the children’s strengths and the next steps in their development. Practitioners ensure that children who are less confident verbally receive appropriate support.

Environment:

The children are cared for and educated in a safe and clean setting. The people running the setting have recorded and eliminated unnecessary risks to the children. Practitioners are well aware of safety issues and their requirements for regular fire drills. The site is secure and visitors can only access any part of the venue if they are granted access by practitioners.

The areas are designed to offer children effective learning and play experiences. The stimulating activities in the indoor areas encourage the children to experiment and play independently and purposefully. The facilities such as the reading area, role play area and building corner successfully meet the needs of the children. There is an interesting variety of resources that are easily accessible to the children in each area. However, there are no resources available that promote cultural awareness and equal opportunities. The environment is colourful, welcoming and attractive and there are lovely displays of children's craft work.

Regular use is made of the outside environment and the children love playing in the water tub, cooking in the mud kitchen and developing physical skills while mastering their balance on the bikes. They enjoy opportunities to settle down outside, as well as

indoors, in the 'quiet shed' amidst the large cushions, low-light and various Welsh books. The indoor and outdoor resources are of very good quality, clean and easily accessible, which enables the children to make independent play choices successfully.

Leadership and management:

Since establishing the setting in their new home, the leader and practitioners have worked hard to ensure that the children settle in well. They have established an industrious ethos that successfully promotes the teaching and development of children. All practitioners share the same high expectations of all children.

Practitioners have strong relationships with parents and carers. They communicate regularly in order to share information about the children's interests and successes. Practitioners have a thorough knowledge of each child, and continually work to improve each individual's well-being and learning.

The leader carries out an appropriate process of self-evaluation based on working with practitioners and the early years advisory teacher to identify areas for improvement. Effective use is made of the development plan in order to respond to the priorities identified, and to evaluate progress.For example, when familiarising themselves with the new Additional Learning Needs Act and enhancing the outside area.

The setting complies with Child Minding and Day Care Regulations and meets national minimum standards. The setting has a clear statement of purpose and the document gives an accurate picture of the service offered. Questionnaires and discussions with parents and carers confirm that they have confidence in the leadership and appreciate the provision.

The setting manages its finances sensibly and secures suitable resources to stimulate children's curiosity in the environment, for example, by focusing recently on providing large equipment in the outdoor area. All practitioners receive appropriate training for their role. For example, they continue to learn about the requirements of the new curriculum for non-maintained nursery settings, introducing alternative approaches and evaluating impact.

The setting promotes the children's awareness of their local community for example by arranging regular trips around the area. On one trip, the children and practitioners had a snack at a local hotel with the children serving one another and chatting maturely with the owner. The leader co-operates successfully with a number of relevant organizations and agencies in order to promote the development of the provision and the well-being of the children. Practitioners have a good relationship with the local primary school to facilitate transition arrangements for the children.

Copies of the report

Copies of this report are available at the setting and from the CIW and Estyn websites (http://careinspectorate.wales) (www.estyn.gov.wales)

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