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 Ti a Fi Llan-y-pwll

## Ysgol Llan-y-Pwll
## Borras Park Rd
## Wrexham
## LL12 7TH

## 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 Ti a Fi Llan-y-pwll

| | |
|---|---|
| Name of setting | Cylch Meithrin a Ti a Fi Llan-y- Pwll |
| Category of care provided | Sessional day care |
| Registered person(s) | |
| Responsible individual (if applicable) | Carrie Harper |
| Person in charge | Ffion Jones |
| Number of places | 27 |
| Age range of children | 2-4 years old |
| Number of 3 and 4-year-old children | 17 |
| Number of children who receive funding for early education | 10 |
| Opening days / times | 9:00am - 3:15pm – Monday to Thursday<br>11:40am - 3:15pm – Friday |
| Flying Start service | Yes |
| 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 setting's first inspection since its registration. |
| Date of previous Estyn inspection | This is the setting's first inspection since its registration. |
| Dates of this inspection visit(s) | 18/06/2024 |
| Nearly all children come from non-Welsh-speaking families or homes that speak Welsh as a second language. All the setting's staff are new to the post since January 2024. | |

## Summary

| Theme | Judgement |
|---|---|
| **Wellbeing** | **Good** |
| **Learning**<br>**(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**<br>**(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 Improve children's spoken Welsh skills to increase their confidence to start using the Welsh language with practitioners and their peers

R2 Improve children's mathematical understanding and skills

R3 Strengthen the use of observations and assessments to plan the next steps in each child's learning and development effectively

## 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 are happy and enjoy the company of their friends and practitioners as they socialise with each other. They make choices confidently and enjoy the freedom to move around the learning areas, for example when choosing if they would like to play indoors or outdoors. As a result, children help themselves to all the resources available, including choosing to experiment with dough, painting a wall with large brushes and riding bikes and scooters. They are confident and comfortable when asking for help, such as help to put on a rainsuit or to fill a jug from a water barrel.

Nearly all children settle quickly on arrival and go to play happily and full of energy and excitement. They cope well and feel safe and at home; for example, they enjoy the closeness of practitioners and friends while listening to a story in the cosy teepee. The children are familiar with the daily routines and respond appropriately to instructions, including making lunch in the role-play area. They enjoy developing their understanding of their identity, their community and their friends. For example, during snack time, children talk happily about their experiences with their families.

Nearly all children interact well and develop their social skills successfully. They enjoy the company of friends and learn to work together and take turns. For example, children observe and support each other when learning how to use knives and share comments when cutting fruit and vegetables. Nearly all children are willing to support each other. For example, outdoors, children are active when filling a barrel with water and lemons until it overflows and gain satisfaction when they repeat the process. They develop warm relationships with the practitioners and interact well with visitors, such as showing their craft work or preparing food for them in the kitchen in the role-play area.

Most children are enthusiastic and persevere purposefully when learning, for example when experimenting with water and discovering their ability to create muddy puddles. Most children have the confidence to experiment in their environment and enjoy mastering equipment such as a water fountain when solving how to carry heavy saucepans from one area to another. They concentrate carefully for periods when experimenting creatively with art resources to paint, glue and decorate. They work well together when taking part in learning and play experiences, for example by enjoying finding caterpillars and butterflies during a hunt in the forest school.

Most children develop good independent skills, for example when going to the toilet, washing and drying their hands without support and hanging up their coats. They take pride in their achievements when completing tasks, such as pouring their own drinks, using a utensil to fill their plates with food and throwing any food waste into the correct bin.

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

Nearly all children, including those with additional learning needs, make sound progress from their starting points. Most children listen attentively to each other and follow instructions successfully. They join in enthusiastically with songs and nursery rhymes and a very few children begin to use some songs they have learned in their play. Considering that most children are new to the Welsh language, around half develop sound communication skills in the home language. As they gain confidence, most children understand and respond to a range of simple Welsh vocabulary and phrases. However, overall, children's use of the Welsh language is limited.

Most children demonstrate a love of books and turn pages respectfully, becoming engrossed when listening to stories from practitioners. A majority develop early marking skills effectively, for example by using coloured water in bottles to spray marks on the wall and when using twigs on the floor of the mud kitchen.

The numeracy skills of a minority of children develop appropriately. They count orally up to ten in their first language. With support, a few children count to five in Welsh. Overall, a few children use mathematical language appropriately, for example when cutting fruit to place in the bowl for a teddy bear's lunch or when discussing the size of the wrap at snack time. However, most children do not develop their mathematical skills securely enough.

Nearly all children develop good fine motor skills, for example when opening and closing the top of an empty bottle of nail varnish in the role-play area. They demonstrate effective hand-eye co-ordination skills when cutting vegetables in the mud kitchen to make soup. Nearly all children's gross motor skills are excellent. They move along an obstacle course that includes planks on top of tyres and land on a balancing board confidently. Nearly all are comfortable taking risks when darting around on the scooter and assessing their own ability. They also challenge themselves when climbing the high frame and swinging from one side of the bridge to the other, holding on to the bars.

Most children develop effective, imaginative creative skills following children's mental health week. For example, they emulate putting paint on their friends' nails and doing their hair before going to get slippers for them to wear and relax. Many children use creative equipment confidently to sponge print a butterfly and choose from a range of materials to make eyes and antennae.

Around half the children can work effectively with each other when solving problems, for example when collecting and transporting water from a trough to create a pool on a piece of pasture. They concentrate and persevere for very long periods when investigating an area that is of interest to them, for example when balancing narrow logs in the outdoor loose parts area to make tall towers for their house. Many children's digital skills develop well. They use a range of digital equipment confidently, for example when making telephone calls or using the till in the shop area.

**Care and development: Good**

Practitioners understand their responsibilities to keep children safe and prioritise their health and safety successfully. They implement robust policies and procedures effectively. Practitioners have completed child safeguarding training and appropriate first aid training and keep accurate records of accidents and incidents.

Practitioners ensure that robust procedures are followed before snack times and lunchtimes and remind children to wash their hands. They understand their responsibilities to protect children with allergies and have clear procedures for administering medication. They ensure complete dignity and privacy when changing nappies and keep accurate records. Practitioners have a thorough and organised registration system and have consent records in place. They ensure effective procedures during sunny periods, such as applying sun cream and ensuring that children are safe. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners have a fond relationship with children and treat them with care and respect. They are kind and model respectful and warm interactions while teaching children to share and take turns. They take their time to listen and explain in a caring and gentle manner, which creates a sense of belonging. Practitioners praise children regularly and support them to persevere with their activities, for example by supporting children to master skills such as cutting fruit and rolling dough. Practitioners talk to the children constantly, which offers reassurance and a happy atmosphere. They sit with children during snack times, lunchtimes and activities such as spontaneous story times to support them to think and expand their understanding and skills.

Practitioners know the children very well and have a clear understanding of their individual needs and interests. They are on hand to offer support when children ask, for example when they use the water barrel tap, change clothes or practise yoga movements outdoors. Practitioners cater well for children with additional learning needs by taking advantage of effective networks and implementing purposeful procedures. They encourage children to think and be confident when learning and solving problems, which includes completing jigsaws and filling and emptying containers. They also provide a good range of authentic experiences for children to stimulate their interest, for example by covering their eyes with pieces of cucumber while learning about 'spa' experiences. Practitioners ensure a variety of experiences that encourage children to learn actively. For example, they provide opportunities for children to see the life cycle evolve by observing the process of seeing caterpillars grow and change.

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

Practitioners have a sound understanding of the importance of learning through play. They pursue children's interests when planning a good range of learning experiences. They provide beneficial opportunities for children to learn through real

life experiences and the use of high-quality resources across the environment. Practitioners use the outdoor area and resources effectively to develop children's physical, creative, problem-solving and social skills. For example, they provide good opportunities for children to use a water runway to solve the problem of moving water from one height to another successfully.

Practitioners motivate children well. They plan an interesting curriculum that inspires children to be curious and eager to learn. The indoor and outdoor learning areas connect seamlessly, which gives children the freedom to explore the learning environment of their choice throughout the day.

Practitioners are good language models. They provide valuable opportunities for children to develop their communication skills. They respond particularly well to children's interest in books and stories and read a familiar story to them regularly. However, children's use of the Welsh language when responding to practitioners is limited. They help children to develop an appropriate awareness of Welsh culture and belonging through a celebratory event, such as St David's Day. Although there is a wealth of opportunities for children to develop their numeracy skills across provision, progress in their numeracy skills is limited.

Practitioners provide a wide range of successful experiences to help children to develop their physical and creative skills. They introduce children to the digital world successfully by providing resources such as metal detectors, a CD player, a mobile phone and an opportunity to make marks on an interactive whiteboard. They provide opportunities for them to develop moral, cultural and spiritual skills effectively. They encourage children to learn about different cultures by using a range of valuable resources that engage children's interest in the lives of others, for example by exploring different instruments and a variety of costumes from different countries. They also provide extensive opportunities for children to develop their social skills and snack time allows children to talk to each other about experiences outside the setting.

Practitioners provide valuable opportunities for children to visit the local community. They organise trips to the local supermarket and café, in addition to walks around the park, which provide beneficial opportunities for children to develop a sense of belonging to their *'cynefin'*, and to learn about the world around them.

Practitioners have a sound understanding of child development. They record suitable observations of children's interests and learning regularly. Practitioners use them appropriately to plan a good balance of learning and play experiences that are led by practitioners and children. However, practitioners do not always use the information from their observations and assessments in enough detail to plan the next steps in the development of individual children. Initial assessments are completed in the form of a narrative which provides a wonderful picture and gives everyone a better understanding of children's standards. They share these with parents and discuss ways in which parents can help their children develop.

## Environment: Good

Leaders provide a safe and clean environment. They ensure that doors and gates to the setting's outdoor areas are locked and controlled carefully by practitioners. Visitors sign in promptly and practitioners keep all records relating to the service safely on site. The building's maintenance records are up-to-date and leaders ensure that fire drills take place regularly. Leaders ensure that the setting and environment's safety equipment are serviced regularly, including fire and first aid equipment. Leaders conduct effective and purposeful risk assessments. These are reviewed effectively and used successfully. Leaders keep an attendance register for children and practitioners and ensure that the ratio of practitioners to children is correct at all times. They have an information board that displays clear evidence about practitioners, responsibilities, policies and safeguarding procedures.

Leaders provide a high-quality environment that is warm and welcoming. They ensure safety, privacy and space for the number of children who attend daily. Leaders provide appropriate toilets and nappy changing facilities. They use the setting and the site's facilities effectively, such as the foyer for children's coats and bags, a kitchen for preparing snacks safely and the double doors to the outdoor area which allow seamless and safe play for the children. In the main room, leaders provide a spacious environment with small furniture and units full of resources that promote children's independence effectively. They also ensure an outdoor environment that provides exciting experiences. For example, the playground provides challenges and opportunities for children to take risks, a garden that provides planting and discovery experiences and a bark area where children have access to construction tools. Leaders ensure beneficial opportunities to develop curiosity both indoors and outdoors, for example by providing rich opportunities for children to enjoy a mud kitchen and use authentic equipment, such as saucepans and buckets. They ensure a good balance between promoting children's safety and supporting them to take risks. For example, children are given an opportunity to experience the natural world in the forest school nearby.

Leaders provide children with diverse and exciting resources for their age and stage of development. They set out equipment at low levels so that children can choose and pursue their interests. Leaders ensure that children are given countless opportunities to investigate authentic and real-life resources, for example a huge chest full of sand for children to explore loose parts, sieves and coconut shells. Leaders and practitioners encourage children's personal and social development well by providing them with experiences and resources to learn about their community, diversity and the multicultural world. For example, they have a good range of dolls, books and a globe, in addition to family exhibitions and opportunities to visit the local area.

## Leadership and management: Good

The leader has created a caring, warm and supportive atmosphere and ethos at the setting in a very short period. She has a clear vision which focuses on ensuring provision of the highest standard. She maintains and shares an up-to-date statement

of purpose that reflects the service successfully. The leader's high expectations of herself and practitioners ensure that they work together very effectively as a team.

The leader evaluates the setting's work well and plans for improvement effectively. These arrangements have a positive effect on provision. The leader prioritises funding appropriately to address any areas that need improvement. A notable example of this is the way in which she has used grants successfully to introduce loose parts to different areas both indoors and outdoors. As a result, children's creative and independent skills have improved. The leader seeks the views of parents and carers purposefully and acts on any ideas or areas for development immediately. For example, following the results of a recent questionnaire, the leader has introduced a digital platform to share information about children's experiences, where parents can respond by posting comments. More general information is shared with a wider audience on the setting's social media page.

The leader fosters a strong sense of commitment and co-operation within the team, and they value the opportunity they are given to contribute to the setting's work. The team receives regular professional development opportunities which have a successful impact on the children's development and the provision on offer. For example, as a result of a professional session on assessing and observing children, the setting has established responsive planning arrangements that consider children's interests successfully. All leaders work together effectively to ensure that a range of procedures and policies are available to support the setting's work.

Leaders implement safe recruitment procedures and have successful arrangements for evaluating practitioners' performance. They evaluate and identify appropriate targets for improvement through regular, effective appraisals.

The leader and practitioners have a close relationship with parents and carers, who feel welcome at the setting. There is beneficial co-operation between the setting and different organisations to plan strategically for the Welsh language and to re-engage with purposeful opportunities to develop children's confidence and standards of Welsh. This is beginning to have a suitable effect on provision and children's outcomes. The leader and practitioners work well with the local authority's advisory teacher and act on the advice given. This has had a positive effect on the progress of the setting and the children. Leaders have a close and supportive relationship with the school in which the provision is located. This ensures that children move on happily to the next stage in their learning.

## 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 |

**This document has been translated by Trosol (Welsh to English)**

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Publication date: 20/08/2024

| 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 |
| N/A | No non-compliance of this type was identified at this | N/A |

| | | |
|---|---|---|
| | inspection | |

| 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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