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

Ysgol Feithrin y Trallwng

Ysgol Gymraeg y Trallwng
Howell Drive
Welshpool
Powys
SY21 7AT

Date of inspection: November 2024

by

Care Inspectorate Wales (CIW)

and

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

About Ysgol Feithrin y Trallwng

Name of setting	Ysgol Feithrin y Trallwng
Category of care provided	Daily Childcare
Registered person(s)	
Responsible individual (if applicable)	Jane Howells
Person in charge	Jane Howells
Number of places	24
Age range of children	2 – 4 years
Number of 3 and 4 year old children	16
Number of children funded for early education	0
Opening days / times	08:30 – 15:15 Monday to Thursday (3+ funded children) 9:00 – 11:30 Monday to Friday (2+funded children)
Flying Start service	Yes
Language of the setting	Welsh
Is this setting implementing the Childcare 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	First inspection since re-registration
Date of previous Estyn inspection	
Date(s) of this/these inspection visit(s)	26/11/2024

Summary

Theme	Rating
Well-being	**Excellent**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Care and development	**Excellent**
Teaching and assessment **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Environment	**Excellent**
Leadership and management	**Excellent**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Further reinforce the way practitioners use information from observations to plan to develop children's skills

What happens next

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

CIW and Estyn will invite the setting to prepare a case study on its work in relation to the use of Makaton as a third language for dissemination on their websites.

Main findings

Well-being: Excellent

Children have a very effective voice at the setting and they are given excellent opportunities to make purposeful choices and decisions. For example, they can decide independently which resources to use and which activities they wish to pursue. Nearly all children are very happy, confident and comfortable on arrival at the setting. They clearly feel at ease at the setting and are happy to leave their parents and carers to enjoy the special experiences provided to them. They express their feelings clearly at all times, and also make very mature decisions regarding where they wish to play and with what resources.

The children are very familiar with the daily routines and they have a sense of security within all areas of the setting and in the practitioners' company. Nearly all children play for extended periods effectively. They chat extremely well with each other and laugh and enjoy the company of their friends. Nearly all children are developing very close, warm and strong relationships with practitioners. They respond very well to practitioners when they join in their activities and play.

Nearly all children enjoy sharing their achievements with the practitioners and their friends. For example, the younger children talk very effectively about building, using shaving foam as cement, while others talk about vehicles being stuck in snow. They cooperate and share extremely well with each other and show empathy and highly effective imagination skills. Nearly all children move around independently and choose the resources they wish to use. For example, they decide maturely when they wish to move from one area to the next, or when they wish to play with the different resources, materials and toys that are available to them.

Nearly all children develop very effective relationships with each other. They are happy to help each other, for example, by working together to build in the shaving foam, handing out cups during snack time and when tidying away at the end of activities. They have a special relationship with the practitioners who show respect and exceptional care towards the children. These relationships have a significant impact on the children's welfare. It is clear from the children's confidence that they are certain that all practitioners will respond to their needs promptly. Although each child has a key worker, they communicate with the practitioner closest to them to get help if needed. Nearly all children are developing excellent social skills and cooperate very effectively. For example, when playing with the musical instruments, they share with other children and take their turns, working together to create lively and rhythmic music.

Nearly all children are developing exceptional independence skills and they have the confidence to take advantage of the excellent opportunities that are available to them. They are very confident when demonstrating daily routines and the wide range of learning experiences which are available to them. For example, a child hands out drinking mugs from an appropriate trolley. Nearly all children help themselves to ceramic cups and plates and serve themselves during snack time. This has a positive impact on the development of children's social skills.

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

Nearly all children make strong progress from their individual starting points. They are making strong progress in their literacy and communication skills, including the use of sign language. Nearly all children are confident when communicating with their peers, practitioners and visitors. They follow the practitioners' instructions maturely and join in rhymes and songs enthusiastically. Nearly all children speak in full sentences and also use sign language confidently and extensively. For example, they speak and use sign language when asking for fruit during snack time. Nearly all children enjoy stories and look at books independently, showing characters and discussing the events and pictures in the book. They listen to a story maturely and offer their own ideas skilfully. Nearly all children use a variety of mark-making tools well. For example, they experiment and make marks on the chalk board to represent numbers and make marks in the appointment book in the hair salon to indicate what time the customer arrives at the shop.

Nearly all children are making strong progress in their mathematics skills. They demonstrate very good natural numbering skills during their play, numbering several balls that were rolling down the troughs and landing in the tyre. Nearly all children use mathematical language in relevant contexts. For example, they count the money in the till in the hair salon, and count from one to ten when beating the drum and playing the musical instruments in the outdoor area. Nearly all children are developing very effective problem-solving skills and persevere well to complete a task. For example, they attempt to use different methods to place the yoga mat on the floor and place the elastic on the mat at the end of the session.

Most children use a variety of digital equipment effectively. For example, they use a metal detector to look for objects. Nearly all children can make marks on the interactive white board skilfully, selecting colours and deleting specific pictures. They

are developing effective physical skills. They demonstrate strong balancing skills, according to their individual ability, standing like a flamingo on one leg. They use a range of resources to develop their fine motor skills successfully, for example when using a hammer to hammer nails into the wood and turning a screwdriver to insert a screw.

Nearly all children develop their creative skills effectively. They enjoy singing during their activities and love using the musical instruments outside to create a pop group together.

The children show an excellent level of respect towards one another during their activities. For example, they applaud and say well done after watching the puppet show performance. Nearly all children are completely independent when playing with their friends and show excellent perseverance to complete the relevant activity.

Care and development: Excellent

Practitioners implement thorough systems and procedures to ensure the children's health and safety. Practitioners have a very effective and strong understanding of their responsibilities and succeed in ensuring special opportunities for children to develop according to their ability and age. Practitioners promote excellent practices to ensure the children stay healthy. For example, they provide a nutritious snack in the morning and remind the children to wash their hands regularly. They encourage the children to consider how to stay safe during their activities but without reducing the opportunity to take appropriate risks in their play while enjoying their experiences.

The leaders ensure that a very strong emphasis is placed on safeguarding, and they promote the children's health and welfare effectively. Practitioners have a robust understanding of child safeguarding processes and are aware of the procedures to follow should they have any concerns. As a result, the setting's arrangements for safeguarding children meet the requirements and are not a cause for concern. They ensure that they keep safeguarding records as well as accident and incident reports for the setting. Practitioners are sensitive to the needs of children and support their privacy and dignity at all times.

Practitioners ensure that they are excellent role models for the children. As a result, they manage nearly all interactions between them and the children very effectively. Practitioners speak to the children calmly and positively, and encourage, challenge and praise them regularly for their efforts and achievements. For example, by asking questions to engage their senses, their feelings and their imagination during activities and by praising the children for picking up a towel to dry the wet chairs in the outdoor area. The children feel happy and relaxed due to the homely feel at the setting. Practitioners support the children to develop close friendships and to control their emotions. They remind the children effectively about kindness and respect. Humour is also evident at the setting as the practitioners and the children laugh regularly. As the children are immersed extensively in the daily routine, nearly all of them know what to expect. This builds the children's confidence and helps them develop a sense of belonging and security. Practitioners remind the children about the importance of sharing resources and they praise them for showing positive behaviour. As a result, the children co-operate and listen to others well.

Practitioners have extensive knowledge about how to meet children's individual needs. They observe the children regularly, ensuring that nearly all children make good progress. Practitioners encourage the children's curiosity very effectively and provide a good range of opportunities for them to follow their own interests. Practitioners plan effectively to develop children's Welsh language skills. They use the Welsh language throughout the session as children play and chat naturally through the medium of Welsh. Practitioners discuss children's achievements after assessing their progress. They have effective procedures to assist children with additional learning needs and they work closely with external agencies to support positive outcomes for children.

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

Practitioners are experienced and take an effective interest in what each child is doing, which inspires the children to learn. They have successfully created attractive areas using an extensive range of materials, including natural resources, to encourage children to immerse themselves fully in their activities. For example, they have placed real little vegetables as well as cereal boxes and cleaning products in the play house. They also frame pictures of the children with the practitioners which creates a homely feel for the children.

Practitioners encourage the children skilfully throughout their time at the setting. They give clear explanations and instructions to the children, using correct Welsh sentences as well as sign language. Practitioners know when to intervene in the play as well as when to take a step back and observe. For example, they are full of excitement when encouraging the children to sing as they perform a puppet show, or when experimenting with the shaving foam.

Practitioners are very effective role models for the children and support them successfully to develop their skills. They increase the children's awareness of Welsh culture effectively as well as that of the wider world by creating a map of where everyone lives in the area. They expand the children's knowledge of the wider world effectively by enabling them to experience other cultures. For example, one practitioner had visited Japan and taken pictures of one of the setting's toys in special locations during her trip. This was used as an opportunity to discuss the country and its practices. They also enjoyed introducing words from the native language.

Practitioners have a thorough understanding of child development and the importance of allowing children to revisit an activity or play with the same resources for extended periods. They encourage children's curiosity and have successfully created an environment which enables children to make independent choices.

Practitioners review and reflect on their work and child development consistently. They observe the children playing and use this information appropriately to identify the next steps to develop their skills. By planning in this way, practitioners follow the children's interests well. For example, following a discussion with the children about their visit to the zoo and discovering that they are genuinely interested in wildlife, a play area was created with a range of different animals.

The learning experiences and various activities spark the children's imagination successfully. Children are encouraged to think for themselves, with practitioners asking questions which are planned to challenge the children to develop their own ideas.

Environment: Excellent

Leaders provide a very rich learning environment for the children. They ensure a variety of valuable and challenging opportunities are provided for children to develop a wide range of skills, especially their independence and problem solving skills. Practitioners set up the learning areas effectively to provide excellent opportunities for children to explore and enjoy the opportunities that are available to them. For example, they provide investigative areas which include building equipment such as hammers and nails, areas to develop their communication skills, as well as experimenting areas with water and sand. They provide a warm and friendly environment for the children, which ensures a warm welcome and homely feel. They promote children's achievements by displaying their work extensively within the rooms. The displays include pictures and artwork as well as photographs of the children with their families. This gives the children a strong sense of pride, ownership and belonging.

Leaders take effective steps to ensure the environment is safe and well-maintained. The indoor and outdoor areas are of a high standard. They ensure that visitors sign in and that no unauthorised visitors gain access to the setting or the outdoor area. They complete comprehensive risk assessments which cover each area and aspect of the setting. Practitioners ensure the children are safe and they follow a very effective range of policies which are clear and comprehensive. They practise fire drills regularly which are managed by the primary school on the site so that the children and staff become familiar with the routes and procedures for evacuating in an emergency. Practitioners follow very effective hygiene procedures during the day and, as a result, children understand and follow the expected routine.

The furniture, equipment and resources are age appropriate. Leaders ensure that they are of a high standard and are very well maintained. Practitioners store all resources at age-appropriate levels which enable the children to reach for them independently. Leaders place a strong emphasis on using a variety of sustainable materials. Recycling opportunities come up naturally during snack time and daily activities. For example, they encourage the children to place food waste in a suitable bin or use recycled resources. Leaders ensure there is sufficient room for the number of children and that there are suitable toilets and appropriate facilities for washing and drying hands. These facilities provide good opportunities for children to be independent.

Practitioners provide extremely good opportunities within the outdoor area which give the children excellent experiences to learn, play and relax. This environment is an extension to the indoor area, and has been designed very creatively. It enables children to develop their imagination and their creative ability physically. The children explore the wide range of areas available to them confidently. For example, they enjoy exploring various play activities such as the shaving foam. The children take part in musical sessions in the outdoor area and they are very keen to share their compositions.

Leadership and management: Excellent

Leaders place the care and well-being of children at the centre of everything they do. They are very passionate and active. The team is experienced and leaders have a clear vision for ensuring provision is of the highest standard for the children in their care. They ensure that everything is in place for practitioners and encourage them to ask for support when needed. They have created a friendly and caring culture at the setting. Nearly all children are very eager to come through the doors in the morning and are happy to leave their parents. There is a strong sense of ownership throughout the setting. As a result, the children, practitioners and parents all feel valued.

Leaders have established an effective self-appraisal process which includes input from all stakeholders, including the children. As a result, leaders have a very sound understanding of the setting's strengths and the steps needed to improve. For example, they have recognised the need to develop the way they use information from observations to plan to develop children's skills.

They evaluate the play areas in detail and effectively taking into account any necessary modifications. They always pay attention to the children's interests and consider the impact that modifying the provision will have on the development of the skills and well-being of the children in their care. They prepare an improvement plan with sensible and achievable targets and specific criteria to measure progress. They use grant funding efficiently to promote and enrich children's learning experiences. For example, they have ordered a wide range of books to be placed in areas within the provision. They encourage the children to take story books or factual books in which they are interested home with them overnight so they can enjoy them with their parents. This encourages the children to enjoy books from a young age very successfully. They develop an interest and love for books and this has a positive impact on their early literacy skills.

They follow safe recruitment procedures when appointing new practitioners and they have firm processes for inducting new members of staff. Leaders are passionate about providing valuable professional learning experiences for practitioners and encourage them to attend regular and beneficial training. For example, they have evaluated the impact of introducing sign language on the children's confidence and wider communication skills.

Leaders and practitioners have a strong relationship with parents and carers and they are an integral part of the children's learning journey. Leaders ensure that parents have the latest information about their children's development and they share a contact book with parents regularly. They have an open door policy which facilitates daily discussions with parents and carers.

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).

© Crown Copyright 2025: 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: 31/01/2025

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.

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 31/01/2025