A Arolygiaeth Gofal Cymru Care Inspectorate Wales report on

Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

Cylch Meithrin Dyffryn Banw

Ysgol Cwm Banwy
Llangadfan
Near Welshpool
Powys
SY21 0NW

Date of inspection: February 2023

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Dyffryn Banw

Name of setting	Cylch Meithrin Dyffryn Banw
Category of care provided	Full day care
Registered person(s)	None
Responsible individual (if applicable)	Gwenllian Lansdown Davies
Person in charge	Mirain Haf Jones
Number of places	19
Age range of children	Between 18 months and 4 years old
Number of 3 and 4-year-old children	4
Number of children who receive funding for early education	4
Opening days / times	Cylch Meithrin – Monday, Tuesday and Friday – from 9.00 to 13.30 and Wednesday from 9.00 to 15.00 Breakfast Club – from 8.00 to 9.00am daily from Monday to Friday
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, or might use, the service.
Date of previous CIW inspection	This is the setting's first inspection since re-registering with CIW
Date of previous Estyn inspection	This is the setting's first inspection
Dates of this inspection visit(s)	28/02/2023
The service has operated on the current site since January 2023. Prior to this, it was situated at Llanerfyl Village Hall. Taking that into consideration, leaders have succeeded well in ensuring that the staff and children have settled well and are ready to learn.	

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 Develop a stimulating outdoor learning environment

R2 Ensure that improvement objectives are clear, based directly on children's learning or progress and that it is easy for leaders to measure their progress

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 confident communicators. They make mature choices and decisions about their play and learning. They move around the different areas confidently and choose resources sensibly to use in their play. For example, a few choose to role-play in the kitchen, while others play with the blocks or farm animals.

Nearly all children co-operate very well with each other and most are happy to share their toys or equipment with others. They show empathy and are sensitive to the needs of others. For example, they show concern when another child falls. Interaction between children and practitioners is effective. The smallest children respond well to practitioners as they communicate with them through gestures, for example by leading them by hand or pointing to resources and toys. Nearly all children are confident in approaching practitioners to share their news, ask for something or ask for help.

Most children have a strong sense of belonging and are familiar with the setting's daily arrangements. They are aware of the usual routine and are confident when talking, sharing during play or interacting with visitors through the medium of Welsh. For example, when discussing the weather with each other during circle time, one says *"mae'n bwrw glaw heddiw, mae cymylau yn yr awyr"* ("it's raining today, there are clouds in the sky"). Nearly all children are happy on arrival at the setting, feel completely at home there, enjoy attending and are eager to play. Any children who are uncertain respond positively when they receive support and comfort from the practitioners and settle quickly. A majority show great interest in the activities that are available to them. They are lively and express enthusiasm and enjoyment, smiling and laughing while presenting their efforts to the practitioners with pride. For example, they enjoy making Welsh cakes around St David's Day by using equipment to roll and cut the dough and are very proud of what they have created.

Most children are highly independent. They make appropriate choices about their play and handle equipment confidently. At the end of sessions, children help to tidy the toys away confidently. They also persevere maturely with their tasks for appropriate periods, for example when making red, white and green patterns with the coloured pasta to emulate the Mr Urdd logo. They wash their hands independently before eating any food and after free play.

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 work together very closely to meet children's needs effectively. They understand how to keep the children safe and healthy and implement policies and procedures successfully. Practitioners have received relevant training on child

safeguarding and understand the procedures to follow if they have any concerns based on safeguarding and or child protection. Following regular training, they have up-to-date knowledge of paediatric first aid. Practitioners identify risks and manage them actively. For example, they complete a risk checklist on a daily basis and tidy up the environment often to reduce hazards. As a result, the setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

A strong feature of provision is the way in which practitioners treat the children in a warm, friendly and gentle manner and use effective and consistent strategies to promote positive behaviour, in line with the setting's policies. They play alongside the children, listen attentively to their stories, respect their ideas and develop the children's understanding by questioning them appropriately. They manage interactions well, praise the children for their efforts by using positive and appropriate language, and encourage them to be polite and say *"os gwelwch yn dda"* ("please") and *"diolch"* ("thank you").

Practitioners understand their roles and responsibilities for keeping children safe and healthy. For example, they ensure that children wash their hands before eating and wipe their noses, when necessary. They implement robust cleaning practices and good hygiene. Practitioners also work closely with parents to encourage families to provide healthy lunchboxes for their children.

Practitioners know the children very well and have a thorough understanding of their needs and interests. As a result, they respond very well and sensitively to their needs. For example, practitioners sit at the children's level when talking to those who are uncertain or shy. The leader has a sound understanding of the requirements of the additional learning needs legislation and acts on it appropriately. Practitioners ensure that children receive appropriate support and make the most of advice from the local authority to support them to make good progress.

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

Practitioners ensure that the classroom is colourful and attractive, which encourages children to enjoy learning. They consider the requirements of the Curriculum for Wales while providing interesting and stimulating learning opportunities for the children and provide rich opportunities for them to develop their curiosity continuously. They are beginning to encourage children to guide their own learning by providing opportunities for them to choose that they would like to learn at the beginning of themes and which activities they would like to try during sessions. For example, they encourage children to say what the theme 'Cymru' means to them, before establishing activities such as building a castle from cardboard or making Welsh cakes from dough to develop these ideas. Practitioners have begun to place a focus on responsive planning by taking advantage of appropriate opportunities that arise naturally during play to develop the children's particular skills. They consider the children's interests and build directly on their previous knowledge and understanding. This ensures that there is appropriate but informal progression to learning.

Practitioners develop children's literacy, numeracy and information and communication technology (ICT) skills effectively. They make a special effort to provide rich opportunities for children to hear and use local dialect and Welsh

vocabulary and phrases continuously. For example, they use circle time every day to extend children's vocabulary and review number work. They have high expectations to ensure that children use the correct linguistic form when responding to questions and model polished language for them naturally. They know when and how it is appropriate to intervene. As a result, most children's spoken language is accurate and of a high standard.

Children's spiritual, moral, social and cultural development is promoted well. Wonderful activities are organised for the children, which encourage them to be curious and appreciate the wonders of the world in a variety of contexts. For example, they observe tadpoles hatching and welcome pets to the class to learn about their needs.

Practitioners promote children's awareness of Welsh traditions and celebrations effectively by providing appropriate activities for them to observe a daffodil, paint a picture or make a model of it and describe it verbally around St David's Day. They also enrich children's knowledge by visiting historical places locally, such as Powis Castle and its gardens.

Practitioners focus on encouraging honesty, fairness and respect in all of their activities and ensure that children understand that they need to treat each other, their environment and resources with care. This is evident as they take turns during snack time and listen to each other politely during circle time.

Practitioners communicate successfully with parents and carers to seek their views about their children's strengths and interests, in addition to any areas they believe they need to develop. They observe and assess children's progress regularly and update suitable records electronically. These findings are used effectively to plan beneficial activities and learning and play experiences that meet the needs and interests of most children. As a result, nearly all make good progress from their starting points.

Environment: Good

Leaders ensure that the indoor and outdoor environment are secure, welcoming and well maintained. The service operates from the local community hall, which also adjoins the local primary school. It has access to a kitchen, toilets and an enclosed outdoor area. The toilets and changing facilities are accessible and clean and provide the children with appropriate privacy and dignity.

Practitioners make good use of the outdoor area to provide rich opportunities for children to play and learn. They provide regular opportunities for children to move from one activity to another in the indoor area. They also provide regular opportunities for them to learn in the outdoor area. However, the setting has not yet had time to develop the outdoor area in full.

One of the setting's strengths is the way in which leaders update the risk assessments appropriately and regularly and implement them thoroughly. Leaders are very aware of safety issues; for example, they hold regular fire drills. The setting has robust arrangements for welcoming visitors to the building and leaders follow effective safeguarding procedures when children arrive at and leave the setting.

Leaders organise the indoor and outdoor environment appropriately and ensure a wide range of interesting and exciting resources and equipment. In the playroom,

opportunities are provided for children to enjoy playing with mathematical, creative, social, small world and construction resources. These resources are kept at a low level to enable children to choose independently without adult intervention. Resources are appropriate for the children's age and development and challenge and entertain them effectively. Practitioners provide beneficial opportunities for children to use authentic equipment, for example vegetables in the role-play kitchen and China crockery during snack time. There are suitable shoes and clothing available for the children to use in inclement weather, which allows them to play outdoors whatever the weather. As a result, the environment enables children to make very good choices while playing and learning independently.

Leadership and management: Good

Leaders have a clear vision for Cylch Meithrin Dyffryn Banw. This is based on ensuring that practitioners provide good quality care through the medium of Welsh for children between one and five years old, focussing on learning through play and igniting the innate curiosity and independence of the individual child. They convey this vision successfully and ensure that practitioners work together to realise it in a happy and safe environment.

Leaders respect and value the work of practitioners. They consider their views, support them effectively and provide rich opportunities for them to develop professionally. This enables them to do their best for the children and comply with the vision.

The responsible individual has sound knowledge and understanding of what happens from day to day. She visits regularly and supports the leaders to ensure effective leadership for the setting. The responsible individual is supported well in her work by the conscientious and hard-working members of the committee.

The setting complies with the regulations and meets the national minimum standards. The statement of purpose is clear and provides sufficient information for parents/carers to make the correct choice for their children's care.

Leaders have suitable arrangements for evaluating the setting's work and implement them appropriately to identify accurately what is effective, in addition to a few areas for improvement. However, the wording of the improvement policies is not always clear enough or based sufficiently on children's learning or development. As a result, it is difficult for leaders to measure progress against them.

Practitioners have relevant qualifications and experience of working with young children and they are deployed effectively. Their roles and responsibilities are clear, there are good ratios of adults to children and there are suitable contingency plans in case the leader or some practitioners are absent. There is an effective system of supervising and evaluating practitioners annually, which leads to appropriate agreed targets.

The setting has a variety of partners to improve the children's health, learning and well-being. These include, among others, the local primary school with which it shares a building, local authority officers and Mudiad Meithrin.

The setting shares important information regularly with parents about its policies and procedures. This is done by using a termly newsletter, an electronic progress record

for each child, a closed social media platform and by talking to them at the beginning and end of the session, where necessary.

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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Publication date: 05/05/2023

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.

Date Published 05 May 2023