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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

report on

# Cylch Meithrin Cerrigydrudion

## Education Centre
## Ffordd yr Alwen
## Cerrigydrudion
## LL21 9SW

**Date of inspection: June 2023**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Cylch Meithrin Cerrigydrudion

| | |
|---|---|
| Name of setting | Cylch Meithrin Cerrigydrudion |
| Category of care provided | Sessional day care |
| Registered person(s) | Cylch Meithrin and Ti a Fi Cerrigydrudion |
| Responsible individual (if applicable) | Llinos Hughes and Meinir Hughes |
| Person in charge | Delyth Owen |
| Number of places | 19 |
| Age range of children | 2.5 – 4 years old |
| Number of 3 and 4 year old children | 20 |
| Number of children funded for early education | 4 |
| Opening days / times | Monday and Friday: 09:00-15:30 Tuesday and Thursday: 11:30-15:30 Wednesday: Closed |
| Flying Start service | No |
| Language of the setting | Welsh |
| Is this setting implementing the Child Care Offer? | Yes |
| Welsh Language Active Offer | This is a service which provides the Welsh Language 'Active Offer'. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of children who use or may use the service. |
| Date of previous CIW inspection | First inspection since re-registration |
| Date of previous Estyn inspection | June 2014. |
| Date(s) of this/these inspection visit(s) | 12/06/2023 |
| Date of re-registration – 20 March 2023 | |

## Summary

| Theme | Rating |
|---|---|
| **Well-being** | **Good** |
| **Learning**<br>**(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**<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 Formalise performance management processes

## What happens next

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

## Main findings

**Well-being: Good**

Children have a strong voice and they are given regular opportunities to make choices. On arrival, they go immediately to their favourite area and engage meaningfully with the activities. They are given valuable opportunities to lead their learning and experiences. For example, they decide how and where to create a designated area for the bikes. They are eager to share their experiences during group sessions, and trust that practitioners will show an interest in what they have to share.

Most children feel completely at home at the setting and enjoy attending. They cope very well when separated from their parents and carers and enter the main room happily and confidently. They have developed a close relationship with the practitioners and are very confident when chatting informally with visitors. For example, they discuss constructing an aeroplane and where the aeroplane will be flying to. Almost all are familiar with the daily routines, and comply with procedures with ease, which gives them the assurance to cope with new experiences.

Most children develop sound socialising and interacting skills. They are polite and well-behaved, showing respect for practitioners and their peers. For example, at the snack table, they chat completely naturally and listen to each other's responses. They cooperate and share resources successfully. When playing a lotto game, they learn how to take turns and are very patient.

Most children enjoy their play activities and develop effective skills while experimenting and learning. For example, they have great fun playing with sand and diggers working together well to fill the buckets and move the sand. As a result, almost all respond with great excitement when playing in the outdoor area.

The children enjoy good opportunities to develop their independence, which enables them to do things for themselves successfully. They take responsibility for their personal hygiene. For example, they wash their hands in the water fountain after activities such as painting and dough-play. Under instruction, they wash their hands after going to the toilet and before eating. The helper of the day is responsible for helping to prepare and lay the table. They make choices about what to play and choose the equipment needed. They solve problems confidently. During free play, they explore how to create a wooden path. They move resources from other areas and use them purposefully. As a result, most children develop their independence skills well.

**Learning (only applies to three and 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 was an insufficient number of three and four year olds present at the time of the inspection, not receiving funded education elsewhere, about whom we could report without identifying individual children.

**Care and development: Good**

Practitioners understand how to keep the children safe and healthy and implement their policies and procedures successfully. They follow procedures for recording accidents and injuries and they are confident in how to respond should they have any concerns about a child's safety. Practitioners ensure that those practitioners who care for children have up to date first aid certificates. They have not had to administer medicine but they have a suitable policy and appropriate forms in place for record-keeping if needed. They implement risk assessment systems effectively and complete effective daily checks to identify and remove risks. The setting's arrangements for safeguarding children meet the requirements and pose no cause for concern.

Practitioners promote good practice in order to ensure that they keep children healthy and encourage healthy eating practices. For example, they organise movement, dancing and active storytelling sessions with the children and undertake daily outdoor activities so that the children have some fresh air. The nappy-changing procedures are in line with current guidance on infection control. Practitioners attend courses to support any children with additional learning needs, to ensure that they have the latest information to meet individual needs.

Practitioners develop a warm relationship with the children by treating them with care and respect. They praise the children frequently, which has a positive impact on their self-confidence and their understanding of respecting each other. All practitioners use positive language with the children and this promotes positive behaviour and supports the children to manage their choices effectively. They offer comfort where required and are adept in supporting the children to manage their feelings and join in activities. They chat meaningfully with the children and take advantage of opportunities to introduce new and enriching Welsh vocabulary.

Practitioners know the children well and respect their wishes and preferences. For example, they respond to a child's interest and discuss the flowers that he/she has

collected to share in the circle. Practitioners develop effective opportunities to respond to the children's interests and question them purposefully. They take the opportunity to count the animals' legs with the children and question them as they look for bugs in the sand.

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

Practitioners work together effectively and have a firm understanding of the needs of every child in their care. As a result, they deliver the curriculum in authentic contexts to nurture the children's interest and promote their learning successfully, for example, going on a nature trail to discover different types of wild flowers.

Practitioners have a good working relationship with all the children. They model activities and support the children's free and experimental play intelligently, assessing when and how to intervene in order to enrich the learning. For example, they challenge the children to be creative with the dough and then they observe them cutting, pressing and stretching the dough to create flowers and insects before questioning them skilfully.

Practitioners concentrate well on improving the children's Welsh skills by singing action songs and introducing and reinforcing vocabulary and language patterns regularly. They encourage the children effectively to make marks using a variety of media, and provide valuable opportunities for the children to develop their numeracy skills while counting and sorting flowers according to size and colour. In general, the provision develops the children's early information and communication technology (ICT) skills appropriately in line with their age.

On the whole, practitioners follow suitable observation procedures to assess the children's development, adapting the provision appropriately in light of the information gathered. Practitioners plan a number of indoor and outdoor activities which encourage children to take risks, to develop their physical skills and to become confident explorers in their environment. For example, they encourage them to take risks and experiment with movement in a variety of forms, to balance, ride bikes, dig and construct. In addition, they provide valuable creative activities for the children such as experimenting with paint and composing different rhythms with percussion instruments in the outdoor area.

Practitioners develop the children's spiritual, moral, cultural and social skills successfully They celebrate diversity well by providing opportunities for the children to play with a range of appropriate resources, and by studying festivals such as the Chinese New Year. They also promote Welsh culture successfully by celebrating Saint David's Day and the history of Santes Dwynwen. In addition, they provide valuable opportunities for the children to learn how to care for living things such as flowers and insects.

They develop effective opportunities to nurture the children's confidence and independence. They encourage the children to take their turn in order to understand the importance of sharing and good manners. For example, they expect them to serve food and drink to each other during snack time before clearing up after themselves and recycling.

## Environment: Good

Leaders ensure a safe and clean environment for the children. The entrance is secure and the external doors are kept locked during operating hours. Visitors are asked to sign in promptly and detailed records are kept. The building's maintenance checks are up to date. Practitioners ensure that fire drills are undertaken regularly and these are evaluated carefully. Practitioners ensure that they check and clean resources regularly. Purposeful risk assessments are in place for the building, the outdoor area and for specific activities. These inform the daily check list that practitioners follow to minimise risks to children. Practitioners ensure that systems for collecting and admitting children at the beginning and end of sessions are thorough.

The quality of the environment is appropriate and provides opportunities for children to play and learn both within the building and outdoors. The furniture, equipment, toys and resources are appropriate and of a high standard, and they are well-maintained. Leaders provide suitable facilities and the toilets ensure opportunities to respect children's privacy. Children can assemble for food in the dining room using age-appropriate furniture. Practitioners make good use of the outdoor area by planning a specific timetable. The children are very familiar with the environment and move confidently between the rooms and the outdoor area.

The main room has been arranged purposefully to provide a wide range of stimulating opportunities which encourage the children to move from one activity to the next effectively. Practitioners ensure that the environment is welcoming and attractive displays create a strong sense of belonging. For example, they display photographs of the children undertaking craft work and activities. Comfortable corners have been set out purposefully to provide opportunities for children to rest and have some quiet time to focus.

Practitioners keep resources at a low level to enable the children to choose independently and follow their individual interests. As a result, the children are starting to get used to fetching equipment and returning them to the appropriate places. They provide various recycling facilities and the children use these independently during their craft activities as well as during snack time. As a result, this encourages the children's personal and social development well by ensuring that they have a valuable understanding of sustainability and recycling.

## Leadership and management: Good

The leaders share a clear vision based on offering engaging learning experiences to develop the children's well-being and learning in a happy, motivating and homely environment. The leader works conscientiously with the dedicated practitioners to create a rich environment and to ensure that their efficient processes secure consistent improvements in the children's outcomes in a Welsh environment.

The setting is developing robust self-evaluation procedures which have a good impact on the setting's practices. The views of everyone involved with the setting are taken into account fully, and the development plan is used well to respond to the priorities identified and to evaluate progress. The leader and the practitioners implement these targets successfully. For example, familiarising themselves with the new curriculum and responding to the practitioners' training needs.

The setting has informal processes in place to supervise and appraise the work of the leader and the practitioners. However, these processes have not been formalised robustly enough.

The setting uses the budget and grants effectively and prioritises expenditure against priorities wisely. This ensures that all practitioners benefit from appropriate training, and funding useful resources, such as bikes and the mud kitchen, promotes exciting and valuable experiences for the children.

The setting has a number of valuable partnerships. They work with parents, the community and external agencies to improve the provision and to enrich the children's experiences successfully. For example, the opportunities to visit the park, library, shops, war memorial and post office to post a letter to Father Christmas, develop their awareness of the area well. In addition, successful collaboration between the setting and the school to share the premises intelligently and plan effective arrangements ensure that the children make a smooth transition to the next step 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 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 |

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Publication date: 15/08/2023

| 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. |

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