Arolygiaeth Gofal Cymru
Care Inspectorate Wales

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

A report on

Cylch Meithrin Ffairfach

Ysgol Gynradd Ffairfach
Ffairfach
Llandeilo
SA19 6SY

Date of inspection: November 2023

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Ffairfach

Name of setting	Cylch Meithrin Ffairfach
Category of care provided	Full day care
Registered person(s)	Delyth Beynon/Catrin Parish-Marks
Responsible individual (if applicable)	Catrin Parish-Marks
Person in charge	Fiona Redfern
Number of places	22
Age range of children	2 to 3 years old
Number of 3 and 4-year-old children	10
Number of children who receive funding for early education	5
Opening days / times	Monday to Friday from 9am to 1pm
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 first inspection following the setting’s registration as an Incorporated Charitable Organisation.
Date of previous Estyn inspection	May 2015
Dates of this inspection visit(s)	13/11/2023

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 Improve the quality of the resources in the outdoor area to support children's learning and play experiences

What happens next

The setting will produce an action plan that shows how it will address the recommendations.

Main findings

Well-being: Good

Children have a strong voice and are given regular opportunities to make independent choices during sessions. Nearly all feel safe in their environment. They smile on arrival and go straight to choose their favourite area and engage meaningfully with their activities.

Nearly all children choose their snacks confidently and form positive relationships with practitioners, which has a good effect on their well-being. For example, they discuss their feeling enthusiastically with practitioners while rolling and cutting dough. Children also show affection towards each other and play together happily and contentedly.

Most children are enthusiastic and enjoy the free play activities, in addition to a few more formal activities. They make effective choices about where to play and with whom, and pursue their personal preferences well, such as in the role-play area by setting the table.

Many children persevere with their activities for appropriate periods, considering their stage of development, for example as they build towers from transparent shapes successfully on a light board. Most join in enthusiastically with learning and play experiences and a few laugh boisterously as they blow out pretend candles with the support of a practitioner.

Most children interact well with other children, such as sharing and taking turns when using a hammer and wearing a hard hat in the construction area. They treat each

other in a friendly manner by keeping seats for their friends during snack time. While playing in the role-play area, they demonstrate effective sharing skills by offering a chair to a child and fetching another chair to re-join the play.

Most children develop good independent skills. They take pride when they are praised by practitioners for tidying up and identifying different colours. Nearly all help themselves to a cup and a drink during snack time, pouring their own milk and getting their fruit from bowls with a spoon. They meet their own personal needs purposefully by going to the toilet and undertake day-to-day tasks independently, such as washing their hands and placing the paper towels in the bin carefully.

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

There are very warm relationships between practitioners and children. As a result, practitioners help children to build trust amongst themselves and they speak to practitioners fondly and treat their peers with respect. Practitioners praise the children often, which has a positive effect on developing their self-confidence and their understanding of the importance of caring for each other. They act as very good role models and interact positively by listening, co-operating and explaining clearly and sensibly.

Practitioners allow the children the select their own resources well. They question them and broaden their development purposefully, for example by challenging children to complete jigsaws independently and to form shapes in the rice and pulses tray. They talk to the children intelligently and take advantage of opportunities to introduce Welsh vocabulary regularly. Practitioners provide valuable opportunities for children to develop their independent skills, such as encouraging them to select from the variety of fruit available at snack time. Practitioners have an appropriate understanding of additional learning needs and work effectively with key agencies to support children.

Practitioners understand their responsibilities well and implement robust policies and procedures in terms of keeping children safe and healthy, including promoting healthy eating and drinking and physical exercise. Hygiene procedures and practices are effective. For example, they disinfect tables carefully before snacks and wash their hands regularly. They are aware of children's health needs and have clear procedures to support these needs. All practitioners have up-to-date first aid and food hygiene certificates, which ensures that they have a sound understanding of the processes to be followed.

Practitioners complete accident and incident records thoroughly. These are signed by parents and carers to certify that they have received this necessary information about

their child. All practitioners are confident about the action to take should they have any concerns about a child's safety. Leaders ensure that the staffing ratios are suitable at all times. They also ensure that procedures for the children's arrival and departure from the setting are safe and effective. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

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

The practitioners' supportive teaching methods motivate children to work together and learn purposefully, which has a good effect on their learning and skills. Practitioners provide stimulating learning and play experiences, which enable children to take risks and develop their knowledge and understanding successfully. For example, they challenge children to build different structures using three-dimensional shapes and mix different-coloured sand in the water tub.

Practitioners intervene sensibly during learning experiences. They encourage children intelligently to experiment in their play and work independently, such as matching shapes to specific boxes and making marks in pulses with a twig. They hold sensible discussions with children while they play. As a result, most develop their social skills effectively. For example, practitioners encourage children to count elephants together and use a clay cutter to create dough animals together.

Practitioners implement a broad and balanced curriculum, which includes a willingness to pursue children's interests well. They adapt their planning sensibly to ensure that children learn through a variety of practical challenges, such as experimenting with paint and choosing colours before printing a spider.

Practitioners plan interesting opportunities to develop children's literacy skills and question them well while they play. This is done, for example, by providing opportunities for children to discuss stories about the adventures of a witch while making marks with colourful crayons in the early writing area. Practitioners develop children's numeracy and digital skills effectively. They challenge them to sort and count corks, keys and pebbles in the investigation area and use a programmable toy to move from one place to another.

Practitioners use their observations of children's achievements well and they correspond to their assessments purposefully. This leads to planning the next steps in individual children's learning effectively. Practitioners provide parents and carers with useful information about their children's achievements verbally, in progress booklets and on secure social media.

Practitioners develop children's physical skills successfully. They encourage them to climb carefully on adventure equipment and ride bicycles around paths in the outdoor area. They also provide beneficial creative activities, such as supporting children to draw self-portraits.

Practitioners develop children's spiritual, moral and social skills effectively. They promote Welsh culture well, such as studying the story of St Dwynwen and celebrating St David's Day. They also study diversity intelligently. They provide

beneficial opportunities for children to learn about the Chinese New Year and Diwali and discuss books relating to the diversity of the different people of the world.

Environment: Good

Practitioners ensure a secure environment for the children. They keep a detailed record of all children as they arrive at, and leave, the setting and these include practitioners and visitors. Practitioners ensure that they keep the main doors locked and there are written risk assessments in place, which outline the steps to reduce or prevent any risks to the children. These feed into the daily checklist effectively and, as a result, practitioners reduce the risks at the setting. Practitioners hold regular fire drills jointly with the school so that children become familiar with the procedures. Leaders also ensure that they have satisfactory safety and insurance certificates in place for the setting.

Practitioners ensure that children receive care and education in a friendly and welcoming environment, which ensures that they feel at home. The indoor learning environment is of good quality and stimulates the children's play and imagination effectively. For example, practitioners provide a choice of different-coloured glitter for children to glue on paper to create a picture of their choice. There is an extensive outdoor area available to enable children to develop physically, creatively and to be curious. However, the quality of the outdoor area and resources is not effective enough to support children's experiences further.

There are good facilities available for children to use the toilet and handwashing basins independently and there is a separate room for changing nappies to ensure and respect the children's privacy. The indoor areas have been organised purposefully to provide a wide range of stimulating experiences that encourage children to move from one activity to another effectively. However, very little use is made of natural resources to provide authentic experiences for the children.

Practitioners ensure that attractive displays create a strong sense of belonging to the setting. For example, the children's creative work and photographs of their products are displayed skilfully. A cosy corner has also been organised purposefully to provide an opportunity for children to rest and have quiet time, if they wish to do so.

Practitioners keep resources at a low level to enable children to choose independently and pursue their individual interests effectively. For example, children help themselves to the costumes and resources in the construction area, before using the foam bricks to build. Children are very familiar with fetching and returning equipment to the appropriate places and experimenting for themselves. The indoor furniture, equipment, toys and resources are appropriate and of a high standard and are well maintained. Children's personal and social development is also encouraged well by having access to multicultural toys and books.

Leadership and management: Good

Leaders use effective strategies that focus purposefully on improving provision and developing children's outcomes. They have a clear vision and work together conscientiously to promote care and support children's learning. As a result, their

consistent practices and positive attitudes create an engaging environment and interesting experiences for children, particularly indoors.

Leaders provide the children with tender and pastoral care, which creates a strong sense of belonging. This caring environment motivates children to do their best and persevere during learning and play. Leaders also hold meaningful discussions with parents and carers about their children's development. They use social media sensibly to provide them with relevant information about their children's achievements at the setting.

Leaders work together purposefully as a team and attend useful training to improve their teaching and care practices. As a result, they are ambitious and eager to succeed. Leaders ensure that the setting's statutory documents, policies and practices are updated regularly. Leaders ensure that processes for supervising, evaluating and appraising the work and development of all practitioners are sound.

Leaders focus well on introducing regular improvements to develop the setting's practices further. They conduct effective self-evaluation procedures, which lead to useful targets for improvement. As a result, they identify the setting's strengths and areas that are in need of attention well. For example, they have recently focused on providing activities to encourage children to share better while playing.

Leaders ensure that the views of everyone involved with the setting are given full consideration. They hold beneficial discussions with all stakeholders to improve provision and children's experiences, such as the suggestions of support agency officers. As a result, they succeed in developing their skills further when planning in the moment and assessing individuals' strengths and needs.

Leaders have a good relationship with the school. This prepares children effectively for the next step in their education and they share the site sensibly. The setting develops children's awareness of their *cynefin*, or local area, intelligently and use the surrounding area purposefully. For example, they visit the park and public gardens and invite a farmer with a lamb to the setting to enrich children's learning.

Leaders follow safe recruitment processes and allocate resources well. They use the budget carefully and prioritise expenditure against the setting's targets wisely. They also fund various resources intelligently, such as digital hardware and toys and new furniture and equipment in the home and construction areas.

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: 18/01/2024

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. 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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Date Published 18 January 2024