A report on

Medra Gofal y Graig

Meithrinfa Medra a Medra Gofal y Graig
Ysgol y Graig
Talwrn Road
Llangefni
LL77 7LP

Date of inspection: June 2025

by

Care Inspectorate Wales (CIW)

and

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

About Medra Gofal y Graig

Name of setting	Medra Gofal y Graig
Category of care provided	Full daycare
Registered person(s)	
Responsible individual (if applicable)	Dr Gwenllian Haf Lansdown Davies, Ms Leanne Marsh.
Person in charge	Becca Edwards, Julie Jones, Rebecca Johnson, Lucy Griffiths, Chloe Thomas, Delyth Owen, Ruth Edwards
Number of places	60
Age range of children	2-12 years old
Number of 3 and 4-year-old children	68
Number of children who receive funding for early education	24
Opening days / times	7:30 – 18:00 Monday to Friday during term time and school holidays
Flying Start service	No
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	New registration since September 2024
Date of previous Estyn inspection	New registration since September 2024
Dates of this inspection visit(s)	03/06/2025

Summary

Theme	Judgement
Well-being	**Good**
Learning **(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 **(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 opportunities for children to have a wider range of play opportunities on arrival in the morning

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 content at the setting. They settle in and cope well when leaving their parents at the beginning of sessions. Most children make decisions for themselves successfully through free playtimes and choose how to spend their time effectively. On the whole, most children move around the learning areas with ease and confidence, which enables them to pursue their interests successfully.

Most children express themselves confidently when sharing ideas and answering simple questions. They are keen to share their experiences with practitioners, knowing that they will appreciate what they have to say. For example, children are keen to show the books they have chosen from the mobile library and smile as the practitioners praise their selections. Nearly all children are familiar with the daily arrangements and comply maturely with procedures, such as playing their pictures in the appropriate place during self-registration and putting their shoes in a basket. They develop a positive relationship with practitioners and know that they can approach them for support or comfort if necessary. For example, children approach practitioners for comfort after being hurt and know that they will respond tenderly. As a result, nearly all children feel confident and safe at the setting.

Most children socialise well and are willing to share toys and resources. They take turns with their friends without fuss and work well together while playing. For example, they are happy to work with others when creating an obstacle course by using wooden planks, before taking turns to walk along the trail. Children socialise with each other naturally during snack time and lunchtime and talk to friends and practitioners in a lively manner.

Nearly all children enjoy playing and learning. They concentrate and persevere diligently when undertaking tasks and experimenting with different equipment and materials successfully. For example, children use scissors to cut strips of paper before decorating them by cutting flowers and gluing them onto them skilfully. Nearly all children are curious about the world around them and enjoy playing and using their imagination. For example, they show enthusiasm when playing in the mud kitchen by pretending to make porridge for 'Daddy Bear'. They persevere well and are keen to tell practitioners that the porridge is *'rhy boeth'* ('too hot').

Nearly all children choose activities in line with their interests and develop good independent skills. For example, they put on shoes and costumes from the role-play area without support and gather brushes and pour paint confidently. During snack time, nearly all children are also keen to wash their hands, pour a drink and sort cereal and fruit onto their plates completely independently before helping to wash the dishes once they have finished.

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

Most children make good progress from their starting points. They demonstrate perseverance and immerse themselves fully in their play. A majority listen attentively to others and respond in sentences through the medium of Welsh successfully/skilfully. Most

show an interest in books, turn the pages in order and talk about the characters and pictures with their friends. They use a variety of implements skilfully to make patterns in the paints and to make marks on a digital tablet when creating a food order in the kitchen.

Nearly all children develop sound numeracy skills and use correct mathematical language when counting how many corks are on a plate and measuring their height. They apply their mathematical knowledge usefully when playing in the areas by discussing which toy is the biggest.

Most children's digital skills develop successfully and they understand that digital equipment has an effect on their everyday lives. Nearly all children solve problems naturally in their play. For example, they consider the best method for climbing to the top of a wooden tunnel without support from a practitioner.

Nearly all children show strong physical skills, for example when climbing the ladder and walking along an obstacle course confidently. Nearly all children have strong fine motor skills. For example, they use scissors to cut string to make a character and food tongs to place pinecones on a plate.

Nearly all children demonstrate sound creative skills. They express themselves effectively when role-playing within a real-life context and immerse themselves fully for a period of time while wearing colourful shoes and doing each other's hair. They make intelligent decisions about what equipment to use when working creatively; for example, they choose which paint colour and flowers are needed to make attractive bracelets.

Nearly all children's personal, social and emotional skills are strong and they work well with each other while playing. They are polite and treat others with respect. On the whole, nearly all children demonstrate effective independence skills.

Care and development: Good

Practitioners implement robust procedures to ensure that children are protected. They use practices from their training on child safeguarding effectively and understand their duties well. Most have completed first aid training and record any accidents thoroughly in digital form. They ensure that parents are made aware of the incident immediately and confirm that they have received the information. Fire drills are conducted regularly and recorded effectively. Practitioners make good use of procedures to prevent the spread of infections. For example, they encourage children to wash their hands and follow appropriate practices when handling food and changing nappies. They promote healthy eating and physical exercise activities successfully and ensure beneficial opportunities to spend time in the fresh air. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners form positive relationships with the children. They speak tenderly and treat them with care and respect. They use effective and consistent strategies to promote positive behaviour in line with the setting's policy. For example, they draw children's attention to another activity if they have difficulty when sharing or taking turns and give a clear explanation about why their behaviour is not acceptable. Practitioners praise children regularly and celebrate their efforts consistently. As a result, children develop their self-

confidence beneficially. Practitioners practice effective social skills while playing alongside the children and feel and model language regularly. Practitioners support children to develop to be respectful by encouraging politeness and praising them when they say *'diolch'* ('thank you') or *'os gwelwch yn dda'* ('please').

Practitioners follow purposeful arrangements to identify and support children's individual needs, including those with additional learning needs. They gather enough information about individual preferences and needs before children start at the setting. This enables them to plan effectively to provide for their individual needs. Practitioners know the children well and know when to provide more support. For example, they ensure that they sit close to children who find it difficult to participate in group activities and provide small spinning toys to help them settle during circle time. There are effective procedures in place to refer children for support from external agencies if necessary. Practitioners communicate effectively with parents and share information regularly about their children's development through private digital messages or verbally at the end of a session.

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 each child's needs. They plan the areas effectively to respond appropriately to their individual learning methods. They intervene sensibly and use questions that encourage children to think effectively. As a result, nearly all children develop their skills soundly. Practitioners provide the children with beneficial opportunities to take suitable risks, for example by encouraging them to climb a ladder under careful supervision so that they can experience heights. Practitioners observe regularly and use the information that is gathered successfully to plan activities that promote children's development. They keep a valuable individual record of children's achievement and development in their skills and use this information to report to parents very effectively.

Practitioners offer interesting experiences and activities that promote children's curiosity and independence skilfully. However, practitioners limit the free choice for children at the beginning of each session, which reduces opportunities for them to develop their independence further.

Practitioners model polished language and support children's linguistic skills consistently. They provide valuable opportunities for children to enjoy a variety of books and relevant books are available for children across the different areas of provision which reflect the area in which they are located. They have prepared various opportunities for children to begin to make marks and develop their early writing skills. For example, the office area and the kitchen enable children to understand the purpose of writing by making a shopping list.

Practitioners encourage children's numeracy skills successfully through a variety of interesting opportunities, such as measuring the length of an object by using a tape-measure or counting when hitting a saucepan with a spoon. Practitioners provide a range of purposeful resources that allow children to develop sound physical balancing skills. As a result, they use the scooters, move along the obstacle course and climb the ladder

confidently. Practitioners provide a wide variety of resources that develop children's digital skills successfully.

Provision for children's social, moral, cultural and spiritual development is sound. Practitioners display pictures of the children's families, which is an opportunity to celebrate each child's identity and culture. Practitioners deliver activities that develop children's spiritual skills effectively and discuss aspects such as happiness and kindness as a natural part of their daily conversations. There is a wide range of resources available that promote children's awareness of different cultures and diversity, including costumes, shoes, flags, books and a range of different dolls. This helps children learn to be tolerant citizens and to understand differences in the world around them.

Environment: Good

Leaders prioritise children's safety and manage any potential risks effectively. There are thorough risk assessments in place, which outline any potential dangers and the steps that have been taken to reduce or prevent the risk to children. Leaders monitor and check documents regularly, which ensures that any actions are completed in a timely manner. They deal with any hazards quickly and effectively. Leaders have robust procedures in place which ensure that no-one gains access without permission.

Leaders ensure that the learning and play areas are comfortable and cosy spaces with plenty of room for children to move around freely. They ensure that children develop a sense of belonging by displaying examples of their work and photographs of their families. Playrooms are organised purposefully to engage interest and support the development of children's skills. A variety of authentic materials and natural resources are available that encourage children's curiosity. For example, they have placed an old typewriter and telephone, living plants, hairdressing equipment and a tea set in the areas to inspire children's creativity in their play. Leaders create a calm and peaceful environment by using natural colours and materials to decorate the playrooms. The outdoor play area offers a number of purposeful activities and opportunities for children to play and develop an awareness of the world around them. For example, the mud kitchen with herbs and natural ingredients to add to the sand provides beneficial opportunities for them to experiment and role-play naturally.

Leaders ensure that a wide range of interesting and exciting resources and equipment are available in the playrooms. These are of good quality and are stored at a low level to enable children to choose independently without adult intervention. Resources are clear and practitioners keep thorough records to ensure the quality and cleanliness of equipment and toys.

Leadership and management: Good

Leaders have a robust vision to ensure that every child is happy and safe at the setting. They ensure that the statement of purpose is up-to-date and reflects the setting successfully. They have succeeded in creating a caring and homely environment where practitioners and children are respected.

Leaders follow safe and robust recruitment processes and have effective arrangements for evaluating practitioners' performance. Leaders support practitioners successfully and ensure

that they have regular professional learning opportunities, training and supervision. Leaders review their policies in line with requirements and implement them well. No breach of regulations or national minimum standards was identified during the inspection.

Leaders manage funding carefully and use grants effectively to offer provision of a high standard to the children. For example, they use the early years pupil development grant effectively to support children's well-being and emotional skills by purchasing suitable equipment such as a light board.

Leaders have established thorough and effective self-evaluation and improvement planning procedures. They work closely and successfully with the local authority advisory teacher and support organisations. Practitioners have shared good practice with other settings on how to introduce sign language and the use of art as a resource to assess children's development. They respond purposefully to any recommendations for improvement. As a result, leaders have a good understanding of the areas for development and of their strengths. Leaders and practitioners work with external agencies and seek advice about child development to ensure that children receive the support they need.

Leaders and practitioners have a strong relationship with parents and stay and play sessions before children start at the setting reinforce this. As a result, children settle easily into the setting. Leaders make good use of a family app to inform parents about the week's work, events and accidents. They offer guidance to parents on how to support their children effectively by sharing songs and nursery rhymes through a QR code. Practitioners provide parents and carers with information about their children's achievements appropriately in end-of-year reports.

Practitioners work effectively with the local school and this prepares children beneficially for the next stage in their education. Leaders provide valuable opportunities for children to visit the local community, for example by going to the local shop to buy ingredients to make bread.

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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Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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