

Report following monitoring

Level of follow-up: Joint focused improvement

Cylch Meithrin Llangadog

**Ysgol Llangadog
Heol Myddfai
Llangadog
Carmarthen
SA19 9HP**

Date of visit: July 2023

by

Care Inspectorate Wales (CIW)

and

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

Outcome of visit

The setting is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection and CIW is satisfied that the setting complies with the regulatory requirements as a result of the action taken to address the non-compliance.

As a result, His Majesty's Chief Inspector for Education and Training in Wales is removing the setting from the list of settings requiring focused improvement and CIW has concluded its compliance process.

Progress since the last inspection

R1 Provide regular opportunities for children to have a say in their activities in all areas of the learning environment

Practitioners provide suitable opportunities for children to have a say in their activities. They respond purposefully to children's interests, for example by providing learning and play experiences based in the garden area. Practitioners support children's fascinations by adapting provision in a timely manner, for example by responding to children's wishes to add glitter to paint in the outdoor area or creating planets from cardboard. As a result, children gain the confidence to make appropriate choices about in which area they would like to play and decide what and how they would like to learn. Practitioners are also beginning to plan real-life experiences to reinforce learning and hold children's interest. For example, they provide an appropriate opportunity for them to observe the life cycle of a butterfly. This has a positive effect on children's development and prompts them to discover more for themselves and become engrossed in their learning.

Practitioners are beginning to offer beneficial learning and play experiences in all areas, both indoors and outdoors. Most are based on the term's theme. This includes areas to learn more about insects, which include models, information books, art equipment to create insects and magnifying glasses so that children can lose themselves in their imagination. As a result, children are willing to talk and discuss their experiences with their peers and practitioners and this is beginning to have a positive effect on their skills and development. During these activities, practitioners chat enthusiastically with the children and broaden their vocabulary effectively, for example by discussing 'long and short', 'fat and thin' and by encouraging them to count in Welsh.

Children are given appropriate opportunities to be the Helper of the Day to support practitioners at the setting, for example by collecting the milk for their peers to drink. Children pour the milk carefully into cups and enjoy drinking it with a fruit of their choice. This contributes successfully to developing children's independent skills as they come to the snack table at a time that is convenient for them.

R2 Provide rich learning experiences that support children to develop their skills purposefully over time

Leaders have allocated a practitioner as leader to support the early education of three-year-old children within the setting. In a short time, she has worked successfully with stakeholders to implement appropriate structures and processes to support and develop children's skills. Under her guidance, weekly plans are beginning to build suitably on previous learning and identify beneficial opportunities to develop children's skills through a good range of learning and play experiences. This ensures that other practitioners have a better understanding of how to support children during these activities. As a result, they are beginning to use appropriate questions to extend children's understanding and skills. For example, they encourage children to count the number of legs on a spider and match this to the number.

The leader who is responsible for early education assesses children on entry to the setting effectively to identify their strengths and areas for improvement. Most practitioners are also beginning to record observations of children's learning more effectively to report on their progress. The leader who is responsible for early education uses information suitably to plan the next steps in learning. However, this new practice is not yet fully established and not all practitioners contribute to the planning process. As a result, they do not have full ownership of the activities and learning experiences that are provided.

Practitioners develop children's listening and speaking skills purposefully. For example, they sing songs that help children to remember the order of the days of the week and discuss the weather effectively. They question children effectively and develop the language well. For example, they encourage children to describe the colour of insects and to use words such as 'small' and 'big' when discussing the size of balls of dough. Practitioners plan purposeful opportunities to encourage children to foster an interest in books by providing an attractive area with a good range of interesting books. They also ensure an appropriate range of opportunities for children to develop their early writing skills in a variety of forms, for example by making shapes in shaving foam, rolling and making shapes out of dough, in addition to painting in the outdoor area.

Overall, practitioners plan suitable activities that nurture children's numeracy and digital skills. For example, they provide activities for children to use number resources to develop their understanding of numbers from 0 to 10 and encourage them to count and describe shapes. A programmable toy is used creatively to support children to understand how to input instructions to make it move backwards and forwards. They also ensure beneficial opportunities for children to have regular access to digital resources, such as simple communication equipment to develop their skills naturally during play and learning.

Practitioners provide interesting opportunities to promote children's creative and physical skills. For example, children use toys, such as a tractor, to paint patterns and use percussion instruments confidently in the outdoor area. They choose a paint colour independently to create interesting patterns and are beginning to mix paints to create new colours. Overall, children use resources, such as the tricycles and balance trail, to develop their physical skills robustly in the outdoor area. Children

work and interact effectively with each other and practitioners when enjoying these experiences.

R3 Improve and develop leaders' role in setting a strategic direction for the setting

Steps to improve and develop the role of leaders have begun to become embedded and are having an appropriate effect on the leadership of the setting, provision and children's outcomes, and the well-being and care of children are a priority to them. In addition, communication between leaders, practitioners and committee members is now more cohesive and effective. New members have been appointed to the management committee, along with new trustees, to support the setting's work. They are beginning to take advantage of the expertise of committee members to lead on important elements, such as managing finances and evaluating risk assessments. The responsible individual is also much more aware of his role and provides beneficial support for leaders and practitioners. As a result, there has been clear progress in provision since the core inspection and leaders have ensured that they have responded fully to the areas of non-compliance that were identified during the previous inspections.

On the whole, leaders who work at the setting work together consistently to support practitioners to provide activities that respond to children's needs and interests. Overall, they have taken appropriate advantage of advice from other stakeholders to improve provision, for example by responding to suggestions on how to plan learning experiences to develop children's skills. This is beginning to have a positive influence on practitioners' skills and their understanding of the features of good teaching.

Leaders have improved the setting's self-evaluation processes recently. Monitoring and evaluation processes now include input from all stakeholders and they have begun to discuss what is working well and what needs to be improved. Leaders and practitioners meet regularly to cascade good practice and discuss the life and work of the setting. Findings from the self-evaluation process feed into the action plan suitably. The plan outlines appropriate priorities for improvement. For example, leaders have secured new resources that are beginning to support children to make suitable progress in a few of their skills.

R4 Address the issues of non-compliance that were identified during the inspection

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Leaders and practitioners are confident about the process to follow if they have any concerns about children or practitioners. All practitioners have completed child safeguarding training and respond confidently to potential situations. They now keep a record of existing injuries. They have completed paediatric first aid training to ensure compliance. The setting has a robust and safe recruitment process and the responsible individual has ensured that all essential checks have been completed. Staff files include the appropriate documents. Leaders now also provide CIW with information about staffing changes.

Managers and practitioners complete adequate generic risk assessments and practitioners complete a daily checklist of risks for each area. They now also assess

risks for visits, including visitors to the setting. Managers have completed further training on producing risk assessments.

Arrangements for supervision and evaluation meetings are now in place for nearly all practitioners and the process supports practitioners appropriately. Practitioners feel that they are given enough support in their role and that communication processes have developed. They have the confidence to discuss any issue with the managers and the leader responsible for early education, and state that the setting has an 'open door' policy. The responsible individual communicates with practitioners and shares relevant information with them, for example the non-compliance that was identified during the last visit. As a result of improvements, the service now complies with the regulations.

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