



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

A report on

**Cylch Meithrin Ffrindiau Bach
Ysgol Bro Gwydir
Heol Watlin
Llanrwst
LL26 0EY**

Date of inspection: May 2019

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Ffrindiau Bach

Name of setting	Cylch Meithrin Ffrindiau Bach
Category of care provided	Sessional day care
Registered person(s)	Carol Ann Salmond
Responsible individual (if applicable)	Carol Salmond
Person in charge	Carol Salmond
Number of places	24
Age range of children	2-4 years old
Number of children funded for up to two terms	32
Number of children funded for up to five terms	0
Opening days / times	Monday – Friday 9:00-11:30 & 12:15-2:45
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	Yes
Date of previous CIW inspection	07/07/2016
Date of previous Estyn inspection	16/06/2015
Dates of this inspection visit(s)	07/05/2019
<p>Additional information</p> <p>The setting offers Cylch Meithrin provision for children between 2½ and 3 years old, and Clwb Gofal Meithrin Mwy for 3 and 4-year-old children who receive part-time education at school. Twenty five per cent (25%) of children come from Welsh-speaking homes. This service provides the Welsh Language Active Offer. It provides a service that anticipates, identifies and meets the needs of those who use the service.</p>	

Summary

Theme	Judgement
Wellbeing	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 areas of non-compliance were identified during this inspection.

Recommendations

R1 Improve the oral skills of more able children in order to extend their responses

R2 Provide more early writing opportunities across the provision

R3 Formalise the leader's supervision arrangements

What happens next

The setting will produce an action plan to show how it will address the recommendations.

Main findings

Wellbeing: Good

Nearly all children make purposeful choices about in which play activities they want to take part. As a result, they are happy and confident when asking for resources or support. Most children concentrate for extended periods when pursuing their personal interests. Nearly all children are given encouragement, which enables them to share their feelings successfully. At the end of play periods, most children express an opinion when reflecting on their activities.

Most children cope well when leaving their parents at the beginning of the session, and engage immediately with daily activities. All children have a positive and close relationship with practitioners, who know them well. They show affection towards practitioners and have the confidence to ask for comfort and support, when necessary. Children receive positive attention regularly and their successes are acknowledged by using a “high five” to celebrate. As a result, nearly all children feel safe and happy at the setting.

Nearly all children strive to work well with others and understand the need to take turns at times, for example when waiting for a remote-controlled racing car. They talk and agree on games while playing, which contributes successfully towards developing positive relationship and making friends. Most children persevere for consistent periods, for example when becoming engrossed in a small, imaginary dinosaur world. They comply with rules and take appropriate care and respect of resources as they tidy up.

Nearly all children develop an understanding of what is right and wrong when caring for fragile insects in the garden. They enjoy working in organised activities or during free play. Most children are excited and curious learners when using magnifying glasses to search for creatures. Nearly all learn new skills effectively as they take part in valuable play opportunities, for example when experimenting with water pipettes independently by following previous guidance from a practitioner.

Most children develop appropriate independent skills. During snack time, nearly all pour a drink and sort fruit in order to make a sandwich independently. Most children develop as confident learners, for example when climbing challenging equipment in the park.

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, considering their starting points, particularly in their language, literacy and communication skills. They also make sound progress in their numeracy skills and information and communication technology (ICT) skills.

Most children listen well to instructions and familiar stories. They also respond clearly to questions when discussing weather features and when learning new songs. Many children use simple vocabulary and sentences soundly when responding to practitioners’ questions about the development of a caterpillar. They use phrases

from daily activities correctly and independently when responding, such as recognising the days of the week and describing emotions. However, more able children do not extend their sentences when responding to questions.

Most children handle books correctly and imitate reading when reciting a story creatively. They have an interest in specific books and enjoy reading voluntarily. A majority recognise their names in writing when sitting at snack time and when completing the register. They make marks purposefully to emulate snails and draw spiders with support from a practitioner. However, only a few children draw and mark voluntarily across the areas.

A majority of children count objects to ten correctly and a few count beyond ten when counting how many children are present. They identify basic two-dimensional shapes confidently while matching them. Most use mathematical terminology, such as big and small, independently in their play when creating a habitat for insects. They recognise colours in Welsh when completing rope-throwing activities in the outdoor area. A majority of these children are able to understand concepts such as tall, short, bigger and smaller when building a large block tower.

Most children develop their ICT skills well by using electronic tablets and remote-controlled toys. A few children are able to record their work by taking pictures on a tablet with support, and match objects by dragging and dropping them. A majority use a till purposefully when playing shop, and a few recognise and use a few numbers on the till correctly.

Most children develop their physical skills very well by using large toys and challenging climbing equipment. Children's fine motor skills are developing suitably, for example when using pincers to pick up small objects or when weaving pictures. A majority are beginning to make decisions about how to present their ideas when creating a portrait by using fruit and vegetables.

Care and development: Good

Practitioners prioritise children's health and safety effectively. They have effective procedures in place and implement relevant policies purposefully. All practitioners have received training on safeguarding children, and are familiar with the procedures to follow if they have any concerns about a child. Nearly all practitioners have completed paediatric first aid training and record accidents appropriately. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners make good use of procedures to prevent the spread of infection, for example by encouraging children to wash their hands regularly, including when preparing food. Practitioners promote healthy eating and exercise successfully. They encourage children to eat fruit and vegetables when creating a sandwich at snack time, and encourage them to taste new foods. All practitioners promote physical activities in the outdoor areas very effectively and provide regular opportunities for children to be physical, active and adventurous.

Practitioners have a close and warm relationship with the children, and treat them with care and respect. They model courtesy and kindness and encourage children to

take responsibility for their own behaviour. Practitioners have high expectations of themselves and the children, and give meaningful consideration to fairness and children's feelings. For example, they ensure that children are given enough time to play with a toy after waiting patiently for their turn. Practitioners promote valuable opportunities for children to live healthily by brushing their teeth every day and eating and drinking healthily while naming, discussing and tasting fruit and vegetables.

The setting has beneficial procedures to meet children's needs and pursue their individual preferences, which are now an integral part of practitioners' planning. They work closely with the school to plan and support children in a stimulating way, in order to ensure consistency in the next steps of their learning and play. Practitioners promote diversity and equality successfully and ensure that all children have equal access to resources and activities. They work with external agencies and parents for the benefit of the children. A good example of this is the singing booklet that the setting has created in order for parents to join in and practice with their children at home.

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

Practitioners provide an interesting and exciting curriculum that engages pupils' interest through a very wide range of activities. They implement the philosophy of the foundation phase successfully, which has a positive effect on children's ability to persevere and concentrate on their learning for significant periods. A good example of this is the children's use of magnifying glasses to search for insects in the garden. As a result, children are given good opportunities to experiment and make decisions about their learning. Practitioners plan together skilfully to improve literacy, numeracy and ICT skills across the areas of learning, particularly in the outdoor areas.

Practitioners place a strong emphasis on developing children's literacy skills by using songs, rhymes and toys to introduce new vocabulary and sentence patterns effectively. They model the Welsh language and use language immersion strategies skilfully when playing with the children. An excellent example of this is presenting numbers, vocabulary and language structure while pouring water into troughs to move a ladybird. At times, practitioners encourage children to mark independently, for example when drawing insects in the garden. However, provision to develop early marking is not targeted adequately across the provision.

Assessment procedures are effective and correspond correctly with children's outcomes. Practitioners observe children's achievements astutely, and this is discussed effectively in order to plan follow-up activities. Practitioners have a detailed understanding of all children's ability and are aware of the skills that need to be developed next in their learning. Practitioners share activities and resources with parents in order to support their children's oracy, thinking skills and creative skills at home. The setting holds open days during the year and informs parents about their children's progress formally at the end of their time there.

Practitioners promote children's spiritual, moral, social and cultural development successfully by respecting other cultures, for example by celebrating the Chinese New Year or experimenting with musical instruments from around the world. They

promote children's awareness of Welsh culture by holding an Eisteddfod for the children around St David's Day. They take advantage of every opportunity to model and explain morals to the children, such as how to respect living things when finding a spider in the sand.

Environment: Good

The quality and variety of the outdoor play areas provides a rich learning environment for children. The internal areas are organised to provide a wide range of stimulating experiences that encourage children to move freely from one activity to the next. There is plenty of room and beneficial facilities, which meet children's needs successfully. The setting benefits from the co-operative relationship with the school, which ensures that they have access to a variety of extensive areas, such as a garden and a park for climbing equipment and role-play. The additional room creates a quieter environment for some specific tasks, such as circle time for small groups. The environment is inclusive and all children have equal access to all resources.

Leaders ensure that children are safe. There are effective procedures in place to ensure that any possible risks are monitored and managed effectively. Risk assessments and fire drills are conducted regularly. Practitioners check every day that there is no danger to the children in any of the play areas. Children are given plenty of opportunities to experiment physically in the park, such as collecting branches to make oars for the canoe and when encouraging them to use the challenging climbing equipment safely.

Natural materials and sustainable resources are used effectively in order to enable children to experiment and discover, for example when planting flowers and cooking in the mud kitchen. A variety of resources, such as books, role-play equipment and dolls, promote children's cultural awareness successfully.

Leaders ensure that a wide range of interesting and stimulating resources is available across the provision. They are of good quality and most resources are stored at a level that enables children to choose independently without intervention from an adult. Practitioners ensure the quality of resources regularly and get rid of anything that is unsuitable. The setting is cleaned at the end of every morning and afternoon session, and maintained appropriately.

Leadership and management: Good

The leader and deputy have a very robust vision that focuses directly on improving all aspects of the setting's work. This is done by communicating regularly and supporting other practitioners effectively. They support other practitioners to gain qualifications and attend relevant training regularly, which has a direct effect on provision and children's wellbeing. Practitioners' responsibilities in terms of leading assessment, planning and developing areas have been distributed successfully, and create a team with a culture of co-operation and continuous improvement. They set clear priorities that focus on improving children's outcomes.

Self-evaluation procedures ensure that the views of practitioners, parents, children and external agencies contribute to a culture of continuous improvement. This leads

to planning relevant and beneficial improvements to the setting to meet children's needs. Leaders have a constructive attitude when discussing the effectiveness of procedures, for example when changing and developing an assessment system or sharing daily information with parents about children's activities.

The management committee is supportive of the setting and supports the leader and practitioners effectively to maintain and extend provision, and improve their practices. By receiving useful information about the setting's practices, they have a sound understanding of the setting's strengths and areas for improvement. All practitioners are part of the evaluation process, and observation and monitoring sessions are held on practitioners. However, practices to supervise and evaluate the leader's procedures are inconsistent. The registered person and the committee ensure regular activities to increase income. As a result, and with the support of the committee, the leader uses regular non-contact time to invest time in applying for grants and to improve provision. The committee monitors expenditure and supports the development plan by monitoring it regularly.

The setting has a range of good partnerships, which work together effectively to improve provision and children's outcomes. A good example is the close link with the school, which expands provision that is available to children and supports them as they move forward to the next step in their education. Leaders work closely with parents and act on their ideas in order to improve. By working with the local authority and Mudiad Meithrin, they ensure obvious progress in children's outcomes, particularly in their language skills.

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 evaluates 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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