



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

**A report on**

**Cylch Meithrin Llanhari  
Caretakers Cottage  
Ysgol Llanhari  
Llanharry  
Rhondda Cynon Taff  
CF72 9XE**

**Date of inspection: March 2019**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Cylch Meithrin Llanhari

Name of setting	Cylch Meithrin Llanhari
Category of care provided	Full Care
Registered person(s)	Lisa Thomas
Responsible individual (if applicable)	
Person in charge	Sarah Davies
Number of places	45
Age range of children	2 - 5 years
Number of children funded for up to two terms	9
Number of children funded for up to five terms	0
Opening days / times	8.30 -15.15, Monday to Friday
Flying Start service	Yes
Language of the setting	Welsh during the morning and bilingual during the afternoon
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	Yes
Date of previous CIW inspection	December 2017
Date of previous Estyn inspection	Not inspected
Dates of this inspection visit(s)	26/03/2019
<p>Additional information</p> <p>The location is currently on two sites, the self-contained cottage and Drudwy Class, which is in a class at Ysgol Llanhari.</p> <p>Very few children speak Welsh at home.</p>	

## Summary

<b>Theme</b>	<b>Judgement</b>
<b>Wellbeing</b>	<b>Excellent</b>
<b>Learning (only applies to three and four year old children who do not receive education in a maintained setting)</b>	
<b>Care and development</b>	<b>Excellent</b>
<b>Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)</b>	<b>Good</b>
<b>Environment</b>	<b>Excellent</b>
<b>Leadership and management</b>	<b>Excellent</b>

## **Non-compliance**

**No areas of non-compliance were identified during this inspection.**

## **Recommendations**

- R1 Provide challenging learning experiences for children to successfully develop their problem solving skills
- R2 Ensure practitioners intervene in children's learning in a timely manner to promote their independence more effectively

## **What happens next**

The setting will produce an action plan that shows how it will address the recommendations. Estyn and CIW will invite the setting to prepare a written case study, describing the excellent practice seen during the inspection.

## Main findings

### Wellbeing: Excellent

Almost every child arrives happy, full of life and excited, and looks forward to playing.

Almost every child shows contentment and happiness, and interact excellently with practitioners and visitors. They are very confident in expressing their feelings and making effective decisions when choosing resources and activities as soon as they arrive. Almost every child is enthusiastic, active and concentrates diligently and conscientiously during tasks. They show resilience, motivation and perseverance in their play and learning. Almost every child responds eagerly to the challenge and support of practitioners. They demonstrate imaginative skills when discussing favourite characters from their story books, using appropriate voices and actions. Children suggest experimenting with eating unusual fruit after reading their favourite stories set in tropical climates.

Most of the children focus particularly well and independently when taking part in stimulating activities. They share and collaborate extremely well with other children. They show excellent creativity and imagination in some activities, for example when using small sticks to turn a dough into a hedgehog and adding small yellow flowers to decorate them. The majority of the children make a thoughtful decision not to join circle time and choose to play with the water or continue reading books. The children move sensibly from the indoor area to the outside area completely independently, and wear wellies and raincoats during wet weather. Children have great opportunities that include looking for insects under the tree and in the mud kitchen, using a variety of materials to make patterns with paint and water, and watching their plants grow from seeds.

Almost every child copes very well when they are separated from their parents and carers when they arrive at the setting. They form positive attachments with their key workers, which has a great impact on their well-being and motivation. The majority of the children go through the process of settling in without any difficulty and receive gentle reassurance from practitioners, and parents appreciate this. The timing of the process depends on when the child is ready to be separated from a parent. As a result, almost every child is aware that practitioners will listen to their choices and respond effectively to their needs.

Almost every child communicates politely with other children, practitioners and visitors. Children are happy to play together and with the practitioners in the home room, pouring tea and making food for people. They enjoy pleasing others and welcoming visitors. They work with others in an excellent manner and are very patient whilst waiting their turn. Almost every child enjoys taking part in activities very much, and they do so confidently. They follow their interests and are very enthusiastic when engaging in exceptional role play activities. For example, organizing holidays in the travel shop and using large blocks on the building site.

Almost every child takes pride in their ability to demonstrate their new skills as they experiment with a wide range of learning experiences. They develop their self-help skills very successfully during snack time, and this effectively develops the children's

self-esteem. For example, most of the children use small devices with good control, such as spoons for grapes and yoghurts. They use magnifying glasses confidently when investigating the light boxes. Most of the children use large play equipment, such as slides, bikes and stepping stones, with increasing control.

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

There is no report on children's learning as there was an insufficient number of three and four year olds present at the time of the inspection, not receiving funded education elsewhere, on which we could report anonymously.

**Care and development: Excellent**

Practitioners follow rigorous and robust systems and procedures, to ensure children's health and safety. They have a strong understanding of their responsibilities, and through daily routines, they provide fantastic opportunities for children to develop and excel. All practitioners have high expectations for children to embed strong practices that have a positive impact on their personal development. For example, through promoting keep fit habits and how to treat people politely and respectfully. The setting has very thorough procedures for keeping children safe. They keep all records of any concerns, accidents, incidents and relevant information in one place. This is monitored weekly by the leader, who discusses with key workers to find appropriate outcomes. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern.

All practitioners have up-to-date first aid certificates, which reflect the strong emphasis placed on safety. Practitioners promote good practice in ensuring that children keep healthy, for example, by providing healthy and nutritious food at snack time, and by encouraging the children to wash their hands and brush their teeth before and after eating.

Practitioners have excellent knowledge of children's needs and preferences. They act upon information from parents when registering to successfully meet the children's needs. This also reinforces the very strong relationship that exists between practitioners and parents.

Practitioners provide consistent and exceptional support to children to ensure that they develop a very sound understanding of their emotions. They use games and songs that refer to feelings, and how to recognise and control them. Many practitioners have useful experiences and qualifications for supporting children to help them manage their feelings, make friends and cope with difficult situations in their lives. Children benefit from this method which focusses on developing resilience and perseverance. Practitioners support children to develop an understanding of the world and encourage them to treat people from all cultural backgrounds with respect and tolerance. For example, by teaching children about celebrating Diwali using colorful artistic patterns and Chinese New Year rituals.

Practitioners provide the best possible opportunities for children to develop their independence skills. They organise tasks and activities so that they can do as much

as possible for themselves. For example, the children show great pride after pouring their drinks, helping themselves at snack time and tidying up.

Practitioners identify the needs of children with additional difficulties very effectively. They develop strategies based on detailed assessments. The setting uses appropriate communication assessments for each child when they start at the setting in order to identify their language and communication needs. They collaborate with external agencies thoroughly in order to respond to any individual needs, for example, by working very effectively with Flying Start staff and health professionals.

The setting provides the Active Offer. Practitioners always use the Welsh language with the children. Almost every child uses the Welsh language regularly, and a number of them communicate confidently and naturally in their second language. Many parents appreciate the emphasis on the Welsh language that prepares their children very well for when they attend Welsh-medium schools.

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

Practitioners plan an interesting curriculum which reflects the foundation phase's philosophy in an intelligent way. They provide enjoyable learning experiences conscientiously and their commitment has a positive effect on children's outcomes.

The bespoke planning develops the children's literacy and numeracy skills effectively. Successful activities include challenges to respond orally to poems about jungle animals and to match skin patterns to the relevant animal. In addition, they prepare sensory opportunities to experiment with ICT equipment, such as light boxes and metal detectors.

Practitioners are able to focus on developing physical and creative skills effectively. They encourage the children to learn on a practical level, by working together to throw balls through circles and painting people who help them, such as doctors. However, they do not plan enough challenging opportunities to solve problems independently.

Practitioners concentrate well on improving the children's Welsh by repeating words and phrases regularly, and singing familiar nursery rhymes. The regular practices help the children to respond appropriately in Welsh.

Practitioners have high expectations. They act diligently and question well. They provide a wide range of valuable opportunities to learn via practical play, which impacts positively on the children's skills. Good examples of this include discovering sea creatures in the coloured water and painting a rainbow on an easel are. However, the practitioners intervene excessively during activities, which limits children's independent learning.

Practitioners assess children's progress effectively, and the evidence corresponds with their outcomes. Practitioners undertake routine assessments and discuss with the children how to improve their work in a sensible manner. They use assessment findings rigorously to target the next steps in children's learning effectively.

Practitioners place a clear emphasis on celebrating diversity and developing the children's spiritual, moral, social and cultural skills, such as studying the Chinese New Year and Diwali celebrations. They promote the children's awareness of Welsh culture successfully by celebrating St David's Day and cooking soup. Valuable use is made of visitors and visits. Good examples include a visit from a road safety officer and a trip to the post office to buy stamps to post letters. These opportunities create a sound awareness of the people of their community and locality.

Practitioners hold open days every term to discuss their children's progress. They provide them with a useful and succinct report at the end of their child's time at the setting, which reflects on the children's progress effectively.

### **Environment: Excellent**

The quality of the learning environment is of a very high standard, and provides valuable and challenging opportunities for children. Practitioners organise the learning areas very effectively to stimulate the children and ignite their imagination. This successfully supports their creative skills and encourages them to be inquisitive learners. The outdoor areas offer excellent opportunities for children to spend time using and experimenting with natural resources in an extremely attractive and stimulating environment. There is a large sheltered area outside which hosts interesting and high quality activities. This area provides additional activities to the other two external spaces and gives every child a wide choice. For example, there are also role play activities available in this area which includes a playhouse.

Leaders ensure that children are safe and keep healthy by following a range of very clear and comprehensive policies. They give priority to assessing every risk relating to the outdoor and indoor areas on a daily basis. The safety arrangements are fixed and very effective. Practitioners ensure that systems for collecting the children at the end of sessions are thorough and effective. They practice fire drills regularly so that the children can familiarise themselves with the arrangements. The setting is clean and inviting, and is very well maintained. Practitioners follow thorough hygiene procedures and perform an infection control audit on a monthly basis. The furniture, equipment, toys and resources are appropriate and suitable, well maintained, and conform to the relevant safety standards very well. Great and creative emphasis is placed on using a wide variety of sustainable materials. Practitioners provide regular opportunities for children to recycle paper, cardboard and plastic in the cottage. There is a wide range of toys and equipment to promote cultural awareness, including books, dolls and displays.

Leaders deal with any issues that affect children's experience in a timely manner. They prepare the environment with care and ensure that resources reflect every child's interests. Equipment is kept at a low level in clear boxes with labels and pictures to state the contents. This ensures that every child is able to reach equipment easily and make their decisions independently. The setting has a number of displays of children's work that help them to develop a sense of self-worth and relevance successfully. They use the toilet independently and there are a number of wash-basins at an appropriate level for them to wash their hands.



## **Leadership and management: Excellent**

The registered person and the service manager have established very rigorous practices at the setting. They guide others excellently and inform excellent procedures. As a result, daily routines are very successful and create a stimulating provision.

The planning of interesting experiences, fantastic care, an interesting learning environment and robust teaching focus on meeting the needs of children in an extremely effective way. As a result of the leaders willingness to improve every aspect of their service regularly, all practitioners provide purposefully. They set themselves high expectations and encourage the children to engage in productive learning, by committing fully to their work.

Leaders have excellent knowledge of the routines of the setting. They have a very clear vision of how to improve the provision, through innovative self-evaluation procedures. They plan very diligently to create purposeful improvements for the future. It is a live process, which enables them to monitor and evaluate the work with precise detail. All practitioners contribute to the process constructively and their views are important to the leaders. As a result, they have an exceptionally good awareness of the strengths of the setting and the aspects to improve. In addition, their practices are cascaded to locations in the area as great examples of how to aim towards excellence.

Leaders use very strong partnerships in an intelligent way. For example, there are strong links with local schools to support the children when they move on to the next stage of their education. Practitioners work closely with parents and they communicate openly about their children regularly. Leaders listen wisely to suggestions from external agencies. For example, they validate each other's decisions through open discussions and the local authority's quantitative procedures to make improvements. These procedures allow for setting very reliable targets and an effective statement of purpose.

The registered person contributes to national strategies to improve the provision for settings across Wales, which has been firmly based on her vision and that of her fellow leaders. Their induction procedures are of the highest standard. The skilful use of those procedures creates intelligent practitioners in a short time, which has a good effect on provision. Proficient training is an integral part of the induction process. For example, it ensures that the skills of the practitioners who are less confident using Welsh improve quickly to impact positively on children's speech.

The leader ensures a good allocation of resources in the learning areas. The use made of the budget prioritises expenditure against the targets found in the development plan in a very intelligent way. Also, the use of grants is innovative and is particularly well used to support other settings.

## 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](http://www.estyn.gov.wales))

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh weaknesses but improvements are required
<b>Poor</b>	Important weaknesses outweigh strengths and significant improvements are required

**This document has been translated by Prysg Cyf (Welsh to English).**

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