



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

A report on

**Cylch Meithrin Beddgelert
Beddgelert Community Hall
Beddgelert
Gwynedd
LL55 4UY**

Date of inspection: February 2020

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Beddgelert

Name of setting	Cylch Meithrin Beddgelert
Category of care provided	Sessional childcare
Registered person(s)	Nicholas Ashbee
Responsible individual (if applicable)	
Person in charge	Erynne Watson
Number of places	10
Age range of children	2 to 4 years
Number of children funded for up to two terms	0
Number of children funded for up to five terms	0
Opening days / times	Monday to Thursday from 9:10am until 11:40am
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	No
Welsh Language Active Offer	This service provides the Welsh language "active offer". It provides a service that anticipates, identifies and meets the needs of people who use the service.
Date of previous CIW inspection	15/02/2017
Date of previous Estyn inspection	27/02/2013
Dates of this inspection visit(s)	04/02/2020
Additional information	<p>To ensure the setting remains financially viable and maintains a daily provision, the leader is supported by volunteers at present.</p> <p>The majority of children come from bilingual homes.</p>

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)	n/a
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 Provide better opportunities to develop children's information and communication technology (ICT) skills

R2 Ensure volunteers access relevant training to further enhance their practice

What happens next

The setting will produce an action plan showing how it will implement the recommendations.

Main findings

Well-being: Good

Most children express their feelings clearly and make effective choices and decisions about where to play and with whom. For example, during free play, most choose where to play, and move confidently between activities.

Almost every child is happy and comfortable in the care of practitioners. All children arrive at the setting with a sense of anticipation, and cope very well when separated from their parents and carers. Children call practitioners by name, and are eager to show them their achievements and endeavours.

Most are very well behaved during free play and group sessions. Many share resources well, and are beginning to understand how to take turns successfully, for example by working effectively together when making a lamp with cooking oil and food colouring. Many show a meaningful understanding of the difference between right and wrong, and they politely say 'diolch', when appropriate.

Most enjoy their play and learning activities, such as looking for stars on an outing to the woods. The majority persevere enthusiastically with their tasks and respond intelligently to any encouragement from practitioners. Children enjoy playing with earth and water, so the leader has devised various activities using these that children can engage in.

Almost every child enjoys learning new skills while experimenting with a wide variety of stimulating play opportunities. Their drive to complete tasks has a robust impact on their learning. They have very good self-help skills, and wash their hands and brush their teeth with limited support from adults. Most children develop their independence skills well, for example by pouring their drinks at snack time and washing their hands without adult support.

Learning (only applies to three and four year old children who do not receive education in a maintained setting): n/a

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: Good

Practitioners have high expectations for keeping children safe and healthy, and they place a high priority on this. They have a sound understanding of their responsibilities, and implement all the setting's policies and procedures firmly. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern.

Practitioners succeed in encouraging children to take part in various schemes promoting healthy living, such as daily teeth brushing and recycling. The setting also encourages parents to provide children with healthy snacks while they are at the

setting, which successfully supports their understanding of healthy living. Practitioners provide children with valuable opportunities to partake in physical activity and play outdoors in the woods as part of their daily routine. Hygiene procedures and practices are very good, and practitioners regularly encourage children to wash their hands at appropriate times.

Practitioners manage children's behaviour effectively, and model sensible behaviours. Practitioners are kind, and regularly remind children to share toys and respect one another and adults. They encourage children to resolve conflicts through discussion, and avoid offering too much adult intervention. Practitioners also praise children often, which has a positive impact in terms of developing their self-confidence and their understanding of what it means to respect one another.

Practitioners know the children well, and have a clear understanding of their needs and individual wishes. They promote children's play, learning and development very effectively. Practitioners use assessments intelligently to identify those children who need support and to arrange suitable provision for them. The leader works with the school to ensure the transition to school is as smooth as possible.

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

The leader and volunteers work together effectively for the benefit of the children. They have firm expectations and provide engaging opportunities for learning through practical experiences. Weekly teaching sessions in the local woods provide children with stimulating experiences. For example, they hunt for stars in the rushes and between the trees and shoot them up into the air in a rocket, which is powered by vinegar and baking powder. Their teaching deliberately reflects the foundation phase philosophy, and they question the children effectively. They also intervene intelligently during activities, which enhances children's independence well by solving problems in a persevering manner. A good example of this is the way in which children create a moon landscape by mixing sand, water and black paint.

The leader plans stimulating learning experiences, which positively target children's interests, such as making fairies from clothes pegs, acorns and leaves and sliding them down tree bark. She listens attentively to children's suggestions and successfully adapts plans to implement their original comments. As a result, she plans bold challenges, such as making lava lamps using water, oil and foaming tablets.

The leader improves children's Welsh language skills well by repeating words and phrases, as well as singing familiar nursery rhymes. The regular practices employed by the leader and volunteers help children understand mathematical concepts effectively, such as using a scale in a considered way to compare the weights of a feather and soil. The provision for developing children's ICT skills offers suitable opportunities for them to use electronic tablets and toys. However, the provision does not challenge children to improve their early ICT skills effectively. The leader makes purposeful plans for developing children's physical and creative skills. For example, she encourages them to balance carefully on tree stumps in the woods and to engage in role play with a rocket zooming to the moon.

The leader places a clear emphasis on developing children's spiritual, moral and social skills. They celebrate diversity sensibly by studying Diwali lanterns, and the role of the dragon in Chinese New Year celebrations. They promote children's awareness of Welsh culture successfully, for example studying the nearby railway and the history of the local slate quarry. They also make regular visits to the village, which raises children's awareness of the roles played by residents and features in the local area. Good examples of this include a trip to the local shop to buy flour and a visit to the grave of Gelert, the famous dog.

Assessment procedures are effective. Outcomes are reliable, and the leader and volunteers discuss with children how to improve their work in a sensible manner. As a result, they purposefully challenge children to take the next steps in their learning. The leader discusses children's well-being and development with their parents and carers on a daily basis, and shares children's experiences with them on social media in a meaningful way.

Environment: Good

The learning environment is of good quality, and has a positive impact on children's well-being and learning. Practitioners make good use of the indoor environment. They provide stimulating play and learning areas which include quiet and role play areas, opportunities for children to explore and question and activities that have a positive impact on their creativity. The provision does not have an outdoor area, but practitioners take the children out to the village and the woods on a regular basis.

Practitioners prepare and provide a good variety of resources in every learning and play area. Resources are stored within easy reach of all children. This allows children to fetch and return them without adult intervention. This has a purposeful impact on promoting their sense of responsibility amongst each other. The environment is welcoming and interesting, and there are numerous displays of children's craft work and pictures.

The environment is inclusive and every child is given equal access to all of the resources and different activities. Children are given the opportunity to go to the toilet and use the hand-washing basins independently. Toilets and nappy changing facilities are clean and comply appropriately with hygiene requirements.

Practitioners ensure children are safe. Visitors are unable to enter any part of the setting unless they are admitted by a practitioner. Practitioners are very aware of safety issues, and the mandatory requirements to conduct regular fire drills and daily risk assessments of all internal areas and outings to the woods. They are attentive when supervising children during all activities to ensure their safety. For example, they implement effective procedures to ensure children leave the setting with a known parent or carer.

Practitioners ensure the play environment is stimulating and suitable for the children's age. The layout of the room allows children to move around freely and make effective choices regarding their play. Children's well-being is promoted by a good choice of toys and equipment. There is a wide range of toys and equipment to promote cultural awareness, including books, displays and dolls.

Leadership and management: Good

In a short space of time, the leader has established a clear strategic direction for the life and work of the setting, which focuses well on improving the provision and children's outcomes. Her clear vision ensures children have engaging experiences inside the building, around the village and in the nearby woods. The leader and the registered person have also taken positive action to ensure volunteers are provided with induction in order to successfully support the setting's activities. As a result, their keen vision ensures the provision is viable, and effectively supports the community and children.

The leader works conscientiously with the registered person, and they have high expectations of themselves and the children. Their robust self-evaluation procedures have a good impact on the setting's practices. The leader ensures that the views of everyone involved in the life of the setting are considered, such as the local authority and Mudiad Meithrin. They conduct regular discussions with everyone associated with their work, such as parents, to improve the provision and children's learning experiences. As a result, procedures have a positive impact on improvement.

The registered person and management committee support the life and work of the setting well. They ensure the leader understands her role fully by means of regular evaluations, and they ensure volunteers are provided with induction in an intelligent way. They also make meticulous use of quantitative procedures to fulfil legitimate targets for the setting. This supports the leader in successfully recognising the setting's strengths and areas for improvement. The effectiveness of these procedures has resulted in a reliable development plan.

The registered person and management committee allocate resources sensibly. Their positive attitudes promote improved experiences for children by offering the provision in the woods and by working with the local authority to spend grant money in a deliberate manner. They encourage the leader to access appropriate training and support to enhance her professional knowledge. However, volunteers do not access appropriate training to further enhance their practice.

The setting has a range of helpful partnerships, such as those with parents and the local community. For example, they support the setting by raising money to support the children. There are also positive links with the nearby school, which ensure children's transition to the next stage in their education smoothly.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (<http://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 Prysg Cyf (Welsh to English).

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