



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

A report on

**Cylch Meithrin Y Parc
Salem Chapel
Market Rd
Canton
CF5 1QE**

Date of inspection: March 2020

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin y Parc

Name of setting	Cylch Meithrin y Parc
Category of care provided	Full day care
Registered person(s)	Manon Paschalis
Responsible individual (if applicable)	
Person in charge	Manon Paschalis
Number of places	19
Age range of children	2 – 5 years old
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 Friday during term time, between 8:30am and 3:00pm
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service provides the “active offer” for the Welsh language. It provides a service that anticipates, identifies and meets the needs of those who use the service, or who may use the service, in terms of the Welsh language and culture.
Date of previous CIW inspection	06/09/2017
Date of previous Estyn inspection	November 2012
Dates of this inspection visit(s)	10/03/2020

Additional information

Many children come from Welsh-speaking homes.

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 Plan better opportunities to develop children's physical skills
- R2 Track children's progress effectively to move them forward to the next steps in their learning
- R3 Ensure that the management committee's monitoring practices are rigorous and consistent

What happens next

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

Main findings

Wellbeing: Good

Most children express their feelings clearly, and make effective choices and decisions about where, and with whom, to play. For example, during free play, most move between different activities confidently. As a result, they pursue their personal preferences effectively, such as using the role-play resources in the farm shop café. Many also contribute imaginative ideas for themes by using 'mind maps' to choose activities for the term.

Nearly all children are content and feel comfortable in the practitioners' care. They arrive eagerly and have no difficulty separating from their parents and carers. Many start activities independently as soon as they arrive and look forward to the daily routine, which is familiar to them. Nearly all children understand that practitioners listen to their wishes and comfort them, when necessary. As a result, any child who feels unwell or unsure is given immediate attention by their key worker or another practitioner.

Most children work together effectively and enjoy the company of their peers and practitioners. Many share resources well and devise role-play games that pursue their interests, such as playing with medical equipment to treat each other's infections. Nearly all are keen to join in and contribute to songs and stories during circle time, and show pleasure in doing so. Many are beginning to learn to take turns and show good patience, such as when washing their hands in small groups before snack time. Older children are also keen to support the younger ones when cutting play dough and washing the dishes after their snacks.

Nearly all children enjoy learning new skills as they experiment with a wide variety of interesting play opportunities. For example, many experiment with wood, and follow instructions to build small flat-pack chairs. As a result, they develop beneficial creative skills and show perseverance. Most enjoy art work and are proud of their paintings of daffodils and their self-portraits, which are displayed on the wall. Most also develop a range of good independent skills. For example, they pour drinks carefully and use tongs skilfully to choose their food during snack time.

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

Most children achieve effectively during their time at the setting. As a result, they develop purposeful literacy, numeracy, and information and communication technology (ICT) skills, which has a sound effect on their learning.

Most children listen to instructions and act on them successfully. They concentrate rigorously when rolling play dough to make Welsh cakes, and sell goods confidently on the counter at the farm shop. Many communicate clearly when responding to discussions, and use Welsh words and phrases eloquently. For example, they describe the features of different vegetables, such as 'radish' and 'celery' correctly and coherently. They are also keen to respond to music, and join in enthusiastically with familiar songs about the seasons and feelings.

Many children take an interest in books and give good consideration to their content. They discuss events meaningfully and handle books like confident readers. They also respond with interest to the content of stories, such as imitating the sounds of farm animals. Many make marks purposefully with different media, such as chalk and paint, and complete letters and envelopes diligently. As a result, they enjoy their early writing experiences and explain the purpose of their writing clearly.

Most children use mathematical language effectively and in the correct contexts. They count to 10 confidently, and use 'big' and 'small' three-dimensional shapes intelligently to build towers of different sizes. They choose relevant equipment and materials to solve mathematical problems well. For example, they prepare pancake mix by weighing the ingredients carefully with scales, and compare each other's height excitably with a tape measure. They also experiment purposefully with 'full' and 'empty' volumes by filling boxes with sand or water.

Most children develop their ICT skills successfully by using electronic tablets and toys efficiently. As a result, they familiarise themselves well with technology by using equipment regularly in their daily activities.

Many children develop adequate physical skills by using the climbing wall and dancing occasionally. Most develop purposeful thinking skills and creative skills, which has a robust effect on their learning. For example, they create interesting patterns by sewing thread around the sides of numbers, and painting spring flowers and a rainbow independently.

Care and development: Good

Practitioners follow rigorous systems and procedures in order to ensure children's health and safety. They have a strong understanding of their responsibilities, and provide good opportunities for children to develop in line with their age and ability. For example, they promote practices for staying healthy regularly and emphasise the importance of treating people with respect and courtesy. During plenary sessions, practitioners lead discussions with children intelligently. As a result, they talk enthusiastically about the 'three rules of the cylch', which focus on caring for themselves, their friends and their setting.

Practitioners keep thorough records of any concerns, accidents, incidents and personal information. All practitioners have up-to-date child protection training, and are positive when discussing any problems or concerns that arise. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. The setting has purposeful procedures to support children with special educational needs. Practitioners act diligently on the advice of specialist agencies for the benefit of the children. Partnerships with parents are also effective in supporting their children.

All practitioners have up-to-date first aid and food hygiene certificates, which support children well. They provide nutritious and healthy food, and fresh water is available to the children daily. Hygiene procedures and practices are effective, and practitioners encourage children to wash their hands purposefully at the appropriate times.

Practitioners support children to manage their behaviour successfully. They have good knowledge of each child's needs and preferences. They act on information from parents at the time of registration, and are knowledgeable about individuals' needs. Practitioners model effective behaviour and help children to develop an understanding of their emotions purposefully. For example, practitioners encourage children to discuss their feelings with each other sensibly during circle time.

Practitioners provide effective opportunities for children to develop an understanding of their Welshness and the wider world. As a result, they learn how to treat people of all cultures with respect and tolerance. For example, they celebrate the customs of the Chinese New Year, in addition to St David's Day and Christmas.

The Welsh 'active offer' is in place at the setting. Practitioners are very enthusiastic and use the Welsh language regularly. As a result, most children use the Welsh language confidently.

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

Practitioners work together effectively for the benefit of the children. They have high expectations and their teaching provides engaging opportunities for children to learn through interesting experiences. Good examples are treating each other's ailments with bandages and thermometers in the doctor's surgery, and using chalk on blackboards to draw pictures of their bodies.

The practitioners' daily routines reflect the philosophy of the foundation phase intelligently. They question the children skilfully, which has a purposeful effect on improving their skills. They intervene sensibly during activities, which supports the children's independent learning successfully. As a result, practitioners discuss sensibly with the children what they need to do to improve their work. However, assessment procedures do not track children's progress wholly effectively in order to move them forward to the next steps in their learning promptly.

Practitioners plan valuable opportunities to develop children's literacy skills. They repeat words and phrases frequently, and sing lively nursery rhymes to enrich children's language. Their regular practices encourage children to use their numeracy skills effectively, such as spending pennies to buy produce in the farm shop, and classifying objects according to shape and colour. Provision to develop children's ICT skills is sound and provides good opportunities for them to use technological equipment to improve their early skills. Practitioners also plan wisely to develop children's creative skills. For example, they lead them to an easel to paint self-portraits and encourage them to perform appropriate movements when singing. However, planning of physical activities does not provide a range of varied activities for children.

Practitioners place a clear emphasis on developing children's spiritual, moral and social skills. They celebrate diversity sensibly by studying Hanukkah customs and celebrating festivals, such as Diwali. They also promote children's awareness of Welsh culture successfully by studying Cardiff Castle and celebrating the capital city's Welsh festival every year.

Although practitioners plan valuable visits, they do not use visitors beneficially, which limits the children's awareness of the occupations of residents in their local area. Interesting visits include the nearby library and the local arts centre's community garden to feed the birds.

The setting holds informal meetings with parents and carers to discuss their children's progress. It also provides them with detailed booklets, which reflect their children's achievements effectively.

Environment: Good

The quality of the environment is good and provides valuable and extensive opportunities for children inside the building. Practitioners organise the indoor environment thoughtfully to ensure interesting and stimulating areas that provide rich experiences for children. They use the vestry of the chapel as the main room, which is large, attractive and benefits from natural daylight. As a result, there are areas for children to develop creatively, rest, eat independently and sit together during plenary sessions. Occasionally, practitioners use the space to provide dancing and jumping sessions for the children. Although the outdoor area is limited, purposeful activities are available to the children, such as a climbing wall, balancing resources, a mud kitchen and opportunities to grow flowers in pots.

The registered person ensures that resources are available that correspond to the children's interests. Equipment is kept at a low level with labels identifying the contents. This ensures that all children are able to reach resources easily. They are also given valuable opportunities to choose equipment independently, which promotes their sense of responsibility effectively.

Practitioners ensure that children are safe by implementing a range of clear and comprehensive policies. They assess risks daily, which includes collecting children from a nearby school, and conduct an audit of how to control infections on a monthly basis. The registered person responds promptly to any issues that arise. For example, they hold fire drills regularly in order to ensure that children are familiar with the arrangements to keep them safe. Practitioners are vigilant when supervising the children during their activities, and the registered person organises the practitioners' duties well. For example, practitioners use effective procedures to ensure that all children leave the setting with a parent or nominated person.

Practitioners prepare a stimulating environment and ensure that resources benefit all children. The setting has a number of attractive displays, which celebrate children's work successfully. This promotes children's sense of self-respect and self-worth purposefully. Dining and toilet facilities are suitable for the age of the children. Toilets and nappy changing facilities are clean and comply with hygiene requirements effectively. Furniture, equipment, toys and resources are of good quality and are maintained efficiently. Practitioners also provide regular opportunities for children to learn purposefully about recycling resources, such as paper and food.

Leadership and management: Good

The registered person currently acts as the person in charge, and she sets a purposeful direction for the setting's procedures. She has a robust vision, which

ensures that teaching and care improve children's outcomes through engaging, stimulating and supportive experiences. As a result, thorough practices and the setting's policies focus rigorously on meeting children's needs.

The registered person works conscientiously with the dedicated practitioners, and they have high expectations of themselves and the children. They motivate children to improve their work regularly in supportive ways and through purposeful teaching.

A positive culture of self-evaluation permeates the setting's work. Practitioners ensure that they give full consideration to the views of each other, parents and carers, children and external agencies. They hold regular discussions with everyone who is associated with the setting in order to improve learning experiences further. This has a positive effect on improving areas for development. For example, they act wisely on the suggestions of parents and carers, such as using social media to communicate information about the children's experiences at the setting.

Members of the management committee are supportive and listen sensibly to the suggestions of the registered person and officers from external agencies. The management committee has suitable arrangements to monitor the setting's work. It validates the registered person's decisions appropriately to identify the setting's strengths and areas for improvement. These procedures ensure reliable targets in the development plan. However, monitoring practices to oversee and evaluate leadership procedures are inconsistent and unstable.

The registered person and management committee allocate resources sensibly. They ensure that there are enough qualified practitioners, and enable them to attend relevant training to meet children's needs effectively. The use of the budget and grant also prioritises expenditure against the targets in the development plan intelligently. As a result, their positive attitudes promote better experiences for the children by funding useful resources, such as the mud kitchen and climbing wall outside.

The setting has a range of effective partnerships, such as with parents and carers, and the chapel's officials. It works successfully with partners to improve provision and children's outcomes. Parents and carers attend concerts and charity events faithfully to support their children and raise money. There are also positive links with local schools. As a result, there are good arrangements in place to ensure that children transition smoothly to the next step in their education.

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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