



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

A report on
Cylch Meithrin "Hill Street yn Plas Coch"

**Cylch Meithrin - Hill Street
Ysgol Plas Coch
Stansty Road
Wrexham
LL11 2BU**

Date of inspection: March 2022

by

Care Inspectorate Wales (CIW)

and

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

This report is also available in Welsh.

About Cylch Meithrin "Hill Street yn Plas Coch"

Name of setting	Cylch Hill Street Plas Coch
Category of care provided	Sessional day care
Registered person(s)	
Responsible individual (if applicable)	Linda Lewis
Person in charge	Michelle Peagram
Number of places	19
Age range of children	2 and a half to 3 years
Number of children funded for up to two terms	16
Number of children funded for up to five terms	0
Opening days / times	9.15 – 11.30am Monday to Friday
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	Yes. 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	May 2018
Date of previous Estyn inspection	March 2013
Dates of this inspection visit(s)	08/03/2022

Additional information

A minority of children speak Welsh as their first language.

Non-compliance

The provider was informed that the setting does not comply with regulations. No notice was issued but these are identified as areas for improvement that should be given attention by the responsible person. Information about all issues of non-compliance will be included in the Summary Report on Action and Improvement, which will be sent separately to the report by CIW.

Recommendations

R1 Ensure that the outdoor play areas provide seamless access for all children whenever they wish

What happens next

The setting will produce an action plan that shows how it will address the recommendations.

CIW and Estyn will invite the setting to prepare a case study on its work in relation to 'how practitioners ensure that children with additional learning needs are given rich opportunities to develop their skills', to be disseminated on their websites.

Main findings

Well-being:

Nearly all children show enjoyment and happiness and interact well with practitioners and visitors. They are very willing to talk to us and are happy to play alongside each other. Most children express their feelings clearly. For example, during circle time, they answer the question 'how are you feeling today?' confidently. Nearly all children make purposeful choices and decisions about where and with whom to play. During free play, nearly all children move between different activities confidently, such as playing in the water and in the sand or playing with resources in the loose parts area.

Most children are content and comfortable in the practitioners' care. Nearly all children are happy and full of life on arrival and cope with being separated from their parents and carers without fuss. Most wash their hands, take off their coat and bag and select their name to self-register as soon as they arrive. They understand that practitioners listen to their wishes or concerns. As a result, they form positive relationships with their key workers, which has a good effect on their well-being.

Most children behave well, share resources and are beginning to understand how to take turns successfully. Nearly all children join in enthusiastically with the yoga session and show pleasure in doing so, by following simple instructions.

Most children are happy to play together and with practitioners. They very much enjoy taking part in activities and do so confidently while pursuing their interests. Most use their imagination well, for example by making cakes in the playdough area and cooking in the mud kitchen. They learn how to take care of themselves and how to stay healthy. Many children are able to persevere with activities for a period that is appropriate for their stage of development.

Nearly all children enjoy learning new skills while taking part in a variety of interesting experiences. Most children develop their independent skills successfully, for example by pouring drinks for themselves confidently. Many use large play equipment, such as climbing equipment, large pipes for rolling, and kicking and throwing a ball with increasing control.

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

Most children make good progress from their starting points and develop their literacy and numeracy skills successfully. A majority listen attentively and respond sensibly to a story and express their feelings and emotions well. Most use appropriate language in line with their development to express what they are doing while playing spontaneously, for example while they discuss imaginatively the need to leave the cakes to cool a little after they come out of the microwave in the playdough area. Most children's early reading skills are developing well, for example as they select their names when completing the register themselves in the morning and before going home. A majority enjoy mark-making with different resources, such as pieces of wood while playing in the sand and show robust fine motor skills. Children with

additional learning needs make good progress from their starting points. They benefit greatly from the wide range of opportunities that are provided for them.

Many children use mathematical language naturally in their learning and play. For example, they use "trwm" (heavy) and "ysgafn" (light) to describe that the banana soup bowl is heavy after filling it with sand. A majority develop their number skills successfully by numbering and matching vehicles to pictures in the storybook well.

Nearly all children develop their physical skills robustly by using a variety of indoor and outdoor equipment with increasing control. They use spoons of different sizes skilfully in the seed and sand areas and roll down the hill outside adventurously. Nearly all children develop their co-ordination skills well by stretching, balancing, and creating a variety of shapes such as a lion, a hero and a rhinoceros in the yoga session.

Many children develop their information and communication technology (ICT) skills appropriately. They handle small radio-controlled cars confidently and use the tape player in the music area.

Many of the children's creative skills are developing well. They use equipment and resources of various sizes during their free play to create various foods. They use different pieces of jewellery to create a unique necklace and take pride in their success. Many use a digital camera to take a picture of their creation so that practitioners can share it with their parents.

Care and development:

Practitioners follow rigorous and robust procedures to ensure the children's health and safety. They have a good understanding of their responsibilities and provide beneficial opportunities for children to develop in line with their age and ability. The setting has good arrangements for keeping children safe. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners know the needs of children with additional learning needs very well. Practitioners develop strategies based on detailed assessments and work successfully with external agencies to ensure effective support for children. For example, practitioners receive support from a teacher from the local authority to create one-page profiles for individual children who receive support. Practitioners also work closely with parents and carers to support their children. This includes recording their children's preferences and interests on entry to the setting.

All practitioners have up-to-date first aid and food hygiene certificates. Hygiene procedures and practices are effective, and practitioners encourage children to wash their hands when necessary. They prepare healthy snacks and drinks to promote healthy eating and drinking habits among the children.

Practitioners implement the behaviour management policy well and model this positively. They talk to the children fondly in language that they understand and encourage them to manage their behaviour in line with their stage of development. They have good knowledge of each child's needs and preferences and act effectively on information from parents when they register at the setting.

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

Practitioners plan a range of beneficial play and learning experiences that engage children's interest and curiosity and encourage them to become adventurous independent learners. This includes ensuring that children develop their skills across all areas of learning. For example, children develop their numeracy skills and fine motor skills skilfully by using different equipment to fill various containers with seeds, sand and water. The outdoor and indoor learning areas are adapted regularly to create stimulating opportunities for the children to play. These areas encourage the children to persevere while playing and to concentrate for extended periods. As a result, practitioners support the children to become adventurous and independent learners who enjoy experimenting with new experiences and develop as confident explorers in their environment. For example, children enjoy using the herb garden to make their own potions and tea while role-playing in the mud kitchen. Practitioners also plan skilfully for all of the indoor and outdoor discovery areas to support learning and develop the children's skills successfully.

Practitioners play alongside the children and intervene in a timely and skilful manner to extend the learning and support and challenge children successfully. A good example of this is when practitioners see that the children enjoy spinning in the wind outside, then add bubble wrap for the children to test the strength of the wind to create an imaginative creative dance.

All practitioners question the children very effectively to extend their learning and develop their thinking skills. They encourage the children to take part in beneficial learning and play experiences and listen to them patiently and with interest. Practitioners use the outcomes of observations and assessments effectively to adapt provision in line with the children's requirements and interests. Practitioners assess and record children's progress carefully and correctly and report to parents.

Practitioners ensure that children with additional learning needs are given freedom to develop their skills and become confident, independent learners. They allow them to experiment and make decisions for themselves and encourage them to work and play easily with their peers. As a result, children learn to manage their emotions well and develop self-confidence. This is one of the setting's great strengths.

All practitioners promote children's social, moral and cultural skills well by using the 'kindness tree'. They encourage them to share with others and explain how to behave politely if a child behaves inappropriately. Practitioners provide beneficial opportunities for children to develop their understanding of their Welshness and the wider world. For example, they encourage them to take part in Welsh activities and role-play in the Eisteddfod tent to celebrate the area's Welshness. Practitioners provide good opportunities for children to learn about different cultures and how to treat people from all cultures with respect.

Environment:

The quality of the indoor and outdoor play and learning environments provides valuable and extensive opportunities for children to develop their skills. Practitioners set out the indoor environment purposefully to ensure interesting, stimulating areas

that provide good opportunities for the children. As a result, areas are available for the children to develop creatively, rest and socialise with each other. The indoor area is pleasant, cosy and colourful with a number of attractive displays that celebrate the children's work successfully. This promotes a feeling of self-respect and self-value among the children purposefully. The outdoor area provides good opportunities for children to spend time using and experimenting with a variety of resources in an attractive, purposeful, and stimulating environment. Practitioners provide a rich range of experiences outside the setting. There is a hard standing and natural grass, including a man-made hillock, which provide beneficial opportunities for the children to investigate and take risks in a safe environment. However, the outdoor area does not provide seamless access for all children whenever they wish.

Practitioners ensure that a range of resources are available that correspond to the children's interests successfully. For example, they provide a variety of dinosaurs for the children to meet their interests and spark their curiosity. The setting is clean and well-maintained. The furniture, equipment and resources are of high quality and are within easy reach for the children to promote their independence. Practitioners ensure that all resources are accessible to all children, whatever their interests. As a result, children enjoy pursuing their interests and develop confidence by revisiting areas and playing frequently with familiar toys. Practitioners ensure that toys that are made from natural materials are available for the children to play with, and they promote the children's awareness of recycling successfully.

Practitioners ensure that the children are safe by implementing a range of clear and comprehensive policies. There are risk assessments in place that include the main room, snack time and the outdoor area. The responsible person responds promptly to issues that arise. For example, they practise fire drills regularly to ensure that the children are familiar with the arrangements for keeping them safe. Staff numbers often exceed the minimum standards and, as a result, children are supervised very effectively.

Eating facilities and toilets are suitable for the children's age. Toilets and nappy changing facilities are clean and comply appropriately with hygiene requirements. Children are given an opportunity to go to the toilet and use the handwashing basins independently.

Leadership and management:

Although the leader is fairly new to the role, she shares her vision clearly and effectively with the other practitioners. She is willing to learn and is open to seeking and receiving advice from external agencies. All staff work diligently as a team to create a positive, happy and caring ethos through the medium of Welsh. Practitioners meet on a weekly basis to discuss the children's progress. They focus purposefully on planning activities and adding to the rich range of resources that are available to entertain the children. All practitioners have high expectations of the children in their care.

The leader works closely and effectively with external agencies and acts directly to develop provision continuously. Leaders have worked closely with the local authority advisory teacher to develop the provision's self-evaluation structure more effectively.

As a result, leaders evaluate all aspects of provision and plan for priorities for improvement successfully.

Leaders ensure that the setting has a good range of practitioners with appropriate qualifications to meet the children's needs. Practitioners attend training sessions on a variety of subjects and bring strategies and ideas back to the setting. For example, as a result of loose parts training, practitioners have added a new area in the continuous provision successfully. They show a good understanding of child development and use information about the curriculum for funded non-maintained settings to adapt provision purposefully. Leaders do not ensure that they have all the necessary information during staff recruitment and annual evaluations.

Leaders manage the budget effectively and make good use of grants. This enables them to develop provision continuously. For example, they have made good use of additional funding to renew the outdoor areas by developing a hillock for the children to play on and develop their confidence and physical skills.

As a result of COVID-19, the setting has adapted how it interacts with parents. It has created a closed page on the internet so that parents can see what is happening at the setting. It also makes good use of the noticeboard outside to give parents useful information, such as what activities that are taking place in the sessions and the latest information about safeguarding procedures. Parents value the close links they have with the leader and practitioners and are grateful for all the information that they receive regularly about the setting's life and work. Practitioners work closely with the nearby school to facilitate transition arrangements.

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).

This document has been translated by Trosol (Welsh to English).

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