



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru  
Care and Social Services Inspectorate Wales



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

**A report on**

**Ffrindiau Bach Tegryn  
Tegryn Integrated Centre  
Aberporth  
Ceredigion  
SA43 2EN**

**Date of inspection: December 2016**

**by**

**Care and Social Services Inspectorate Wales (CSSIW)**

**and**

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

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement, and the setting complies with relevant regulations
<b>Adequate</b>	Strengths outweigh areas for improvement and/or examples of non-compliance
<b>Poor</b>	Important areas for improvement outweigh strengths and/or significant examples of non-compliance that impact negatively on children

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**Publication date: 10/02/2017**

## About the setting

Name of setting	Ffrindiau Bach Tegryn
Category of care provided	Sessional care
Registered Person(s)	
Responsible Individual (if applicable)	Heather Davies-Rollinson Meithrinfeydd Cymru Cyf
Person in charge	Wendy Davies
Number of places	19
Age range of children	2-4
Number of children funded for education	8
Opening days / times	Monday to Friday 9.00 – 12.00 and 12.30 – 3.15
Language of the setting	Welsh
Date of previous CSSIW inspection	20 <sup>th</sup> November 2015
Date of previous Estyn inspection	This is Ffrindiau Bach Tegryn's first Estyn inspection
Dates of this inspection visit(s):	6 <sup>th</sup> and 7 <sup>th</sup> December 2016
<b>Additional information</b>	
The setting offers Flying Start provision. Most children come from English-speaking homes.	

## Report summary

Theme	Judgement
Wellbeing	Good
Learning	Good
Care and development	Good
Teaching and assessment	Good
Environment	Good
Leadership and management	Good

### Non-compliance

No issues of non-compliance were identified during this inspection.

## Recommendations

- R1 Strengthen long-term planning procedures for developing children's skills increasingly across all areas of learning
- R2 Ensure that targets in development plans are more measurable
- R3 Formalise staff supervision procedures

### What happens next?

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

## Main findings

### Wellbeing

### Good

Children have a very strong voice and they make intelligent decisions. Most children express an opinion very well and contribute creative ideas to activities by creating mind maps or pictures; for example, they have named the shop the 'Merry Christmas Shop' and many show excitement and fun when they discuss the effect of ice on the outdoor play area confidently. During circle time, a majority of children discuss their feelings intelligently and explain why they feel happy, excited or sad. Most children make very effective decisions and choices about their activities, for example when building their own obstacle course. They move confidently and independently from one play area to the next, and choose books, toys and appropriate equipment; for example, they fetch bells voluntarily when singing, and look for jugs and small bottles when playing in the sand. Most children know that practitioners will give good consideration to their wishes, and they make robust choices.

Most children arrive at the setting eagerly and cope very well when separating from their parents or carers. They are very familiar with the daily routine, and nearly all of the younger children know that circle time follows tidy-up time. Nearly all children take pride in their achievements and concentrate for extended periods of time particularly well. Many children sing when they immerse themselves in their activity. Most children are very confident and lead play regularly by helping their friends to read a story, talking about the weather or leading the prayer before snack time. Joyful fun and laughter among the children and practitioners are an integral part of the setting's ethos, and this ensures that many of the children show a tireless interest and boundless excitement when playing and learning.

Most children form friendships with others and play particularly well together. They show concern if anyone says that they feel sad, help others to tie their shoelaces and comfort children by holding their hands if they feel uncertain. This is one of the setting's strengths. Many understand the importance of caring for others who are less fortunate and they talk very sensibly about collecting food for the local food bank and collecting books for children in Malawi. Nearly all children develop a good sense of good and bad and manage their behaviour very effectively. Most children are polite and use their manners particularly well during snack time. They share equipment ungrudgingly, co-operate and take turns appropriately; for example, they work together excellently in the shop when waiting their turn to buy and sell Christmas goods.

Nearly all children learn new skills as they experience an excellent variety of play opportunities. Children become increasingly independent and their problem-solving skills are developing very well; for example, the monitor of the day is responsible for ensuring that the number of cups and bowls corresponds to the number of children who are having a snack. Older children wash their hands and go to the toilet independently, and put on their coats and shoes without fuss. They learn to respect their environment by recycling materials and feeding birds in the boxes that they have created.

<b>Learning (only applies to 3 year old children)</b>	<b>Good</b>
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Many children make valuable progress in developing positive attitudes to learning, and in their knowledge and information, while in the setting.

Many children listen attentively to stories and join in purposefully with songs and movements. Many find their names and register themselves independently. They follow instructions very carefully, for example when placing their names under how they feel when they arrive at the setting each morning. Most enjoy listening to a story about Christmas and a majority choose to get a book, and hold and turn pages correctly. Most children handle a range of small equipment and writing implements confidently, and begin to understand that writing has a purpose, for example when 'writing' a letter to Santa. Many use the Welsh language confidently when responding to questions from practitioners based on the book 'Rhodri Rhew'. Their vocabulary and range of sentence patterns are developing well, and more able children give extended answers. However, only a minority use the Welsh language spontaneously while playing.

Many of the children's number skills are developing very well for their age and ability. Nearly all children recite numbers up to three. A majority are beginning to recognise and use numbers to five when buying decorations in the Merry Christmas Shop. Around half are beginning to use numbers to 10 fairly confidently. Many of the children identify two-dimensional shapes well in the class when choosing from different shaped toast to eat and when choosing Christmas decorations.

Many of the children are becoming confident in using information and communication technology (ICT) equipment. They use a microphone very purposefully when leading the prayer to say thanks for the food. This develops their oral skills and their self-confidence very effectively. Many are beginning to use an electronic tablet purposefully when using apps to reinforce their number skills and to identify letters. They control an electronic toy's movements correctly and know how many steps are needed in order to complete a journey from one place to another. More able children explain what has gone wrong if they are unsuccessful.

Many children have very developed physical skills and they balance skilfully when stepping from one rock to another when crossing the water on the beach. They enjoy constructing adventure trails, climbing on the climbing wall or 'walking the plank' as part of a pirate theme. Many use small equipment, such as scissors and paintbrushes, with good control when painting or making decorations for the Christmas tree. Many children's problem-solving skills are developing very well, for example when solving how many more mugs are needed for snack time, or how to keep the electronic toy's mat from lifting. Many of the children are beginning to develop as independent learners when playing an active part in their learning. They develop this by making choices about what they like during snack time and during their free choice time.

<b>Care and development</b>	<b>Good</b>
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Practitioners place a very high priority on children's health and safety. They are very familiar with the setting's relevant procedures, and most have attended appropriate

training courses, such as first aid, food hygiene and preventing cross-contamination. All practitioners practice good hygiene procedures consistently and wash their hands and wear aprons and gloves. Practitioners follow very good procedures for recording accidents or injuries, and risk assessments are updated each term.

The setting ensures particularly good opportunities for children to live healthily, and practitioners reinforce the importance of oral health by encouraging children to brush their teeth daily. An excellent variety of fruit is offered to the children at snack time in order to reinforce their awareness further. Practitioners ensure that children are provided with excellent physical activities; for example, moving and dancing at the beginning of each session, and regular opportunities in the outdoor area and at the local beach to run, balance, jump and climb.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. All practitioners have attended relevant and up-to-date safeguarding training. They are all familiar with the setting's safeguarding procedures and understand their responsibilities.

Practitioners use positive behaviour strategies and deal excellently with any discontent. They are consistently kind and gentle when speaking with the children, and this leads to a positive and relaxed atmosphere. Practitioners make excellent use of the pet scheme, in which the children read and listen to a story accompanied by the pet. This contributes positively to the children's excellent behaviour. Practitioners remind the children of the setting's rules daily and encourage them to play together, share and take turns. Children are encouraged and supported to resolve any conflict themselves; for example, children are asked how they can make their friend feel happier and, as a result, many apologise voluntarily and comfort their friends instinctively. Practitioners praise children regularly and reinforce their self-confidence.

Robust systems are in place to support children with additional learning needs, and the setting works very closely with key agencies, such as speech therapists and health visitors. Parents are given comprehensive information about their children's progress.

Practitioners know the children and their families very well and they have a clear understanding of their needs, their abilities and their individual preferences. They provide a caring environment and put children's needs first; for example, practitioners ensure that children are given additional time to complete tasks, where necessary. Practitioners set and monitor individual targets in order to promote each child's development.

Practitioners promote equality and diversity and ensure that all children have equal access to resources and activities. They provide appropriate opportunities for children to learn about different cultures; for example, they compare how children live in Malawi. Practitioners raise children's awareness of the importance of caring for those who are less fortunate and raise money for good causes, for example Children in Need.

<b>Teaching and assessment (only applies to 3 year old children)</b>	<b>Good</b>
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Practitioners prepare robust plans that provide a range of interesting and stimulating experiences across all areas of learning based on the principles of the Foundation Phase. They make suitable use of a range of teaching methods and appropriate resources to inform learning. Activities are planned that ensure a suitable balance between adult-led activities and those that the children choose themselves. Activities succeed well in holding most children's interest. This enables them to persevere with their tasks, and many do so for extended periods of time. Weekly plans identify clear learning aims for focus activities, in addition to suitable activities that meet most children's needs. Practitioners offer appropriate opportunities for children to offer their ideas, for example by drawing a mind map when planning for the term's work. Planning for focus activities and activities in the learning areas is beginning to identify tasks to challenge older pupils, and this has a positive effect on attainment. However, planning procedures are not detailed enough to ensure continuity and progression in skills across all areas of learning.

Weekly and daily activities provide rich opportunities to develop children's literacy, numeracy and ICT skills. Practitioners ensure a definite focus on developing children's oral skills. This enables many to communicate fairly confidently in Welsh. There are practical opportunities to ensure that many develop sound numeracy skills, for example when counting real coins to buy goods from the shop.

Practitioners provide regular opportunities for children to develop their knowledge and understanding of Welsh culture and traditions. Effective examples of this are celebrations such as St David's Day and the Harvest festival.

Provision to ensure children's wellbeing and moral, spiritual, social and cultural development is developing successfully. Practitioners take advantage of beneficial opportunities to develop awareness of different cultures, for example cooking and eating traditional sweets to celebrate Diwali and the Chinese New Year. They provide robust opportunities for children to recycle food and paper, and develop children's responsibility by appointing a green monitor to take care of this daily. This develops their understanding of sustainability skilfully.

The setting makes beneficial use of the community to enrich children's experiences; for example, visits to the beach develop their awareness of the world around them and the local area successfully. Effective use is made of visitors to enrich children's learning experiences, for example visits from a pet and its owner for the reading promotion scheme. This has a very positive effect on children's behaviour and emotions in terms on creating a calm, caring atmosphere. One of the setting's strengths is the lovely relationship between practitioners and children. They manage behaviour sensitively and understand the children's needs well. As a result, many children are well-behaved and are beginning to treat their friends with respect by sharing resources and playing together successfully.

Practitioners model the Welsh language well. They provide regular opportunities to extend children's language by presenting new vocabulary and sentence patterns regularly. Throughout the morning, practitioners question children purposefully and provide plenty of opportunities for them to respond to skilful questioning.



The setting's assessment procedures are developing effectively, and all practitioners contribute effectively to the process. Because practitioners also offer provision for Flying Start children in the afternoon, the children, almost without exception, have been used to coming to the building since they were two years old. Children have been assessed by following Flying Start guidelines before starting at the setting, and practitioners build on this purposefully. As a result, they know the children very well and maintain the progress records purposefully. The report to parents at the end of their time at the setting shows that nearly all children make good progress in the six areas of learning and identifies the way forward. These reports are clear and comprehensive.

<b>Environment</b>	<b>Good</b>
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Children are cared for in a new building that has been designed to promote their independence and encourage them to learn and develop. Excellent use is made of the environment as stimulating play areas have been created, including quiet, role play, discovery, creative, small world and mathematics areas. There is an excellent variety of resources in all areas, all within easy reach for the children. The environment is welcoming and interesting, and there are numerous displays of posters and children's craft work, a number of which are within the children's reach. The environment is inclusive and all children have equal access to all of the various resources and activities. Older children are able to go to the toilet and use the handwashing basins independently. Toilets and nappy-changing facilities are clean and comply with hygiene requirements.

The environment is extremely safe and clean and, as a result, promotes children's safety and wellbeing. The setting has robust arrangements for admitting visitors into the building, and practitioners follow effective safety procedures when children arrive and leave the site. It is ensured that risk assessments and safety checks of fire, heating and electrical equipment are up-to-date. Fire drills are undertaken regularly and practitioners keep records, and children are aware of the arrangements to be followed. The setting is cleaned daily and is very well-maintained.

Practitioners make very good use of the outdoor provision and plan excellent play opportunities for the children; for example, children have made bird boxes in the nature area, and the cabin is adapted according to the theme. Children are given particularly good opportunities for physical play on the slide, the climbing frame and the obstacle course. Practitioners promote children's creativity and imagination in the marking area, the sand pit and the mud kitchen.

There is an excellent complement of good quality resources that are appropriate for the children's age and development. Resources are accessible for the children and are stored in low-level boxes with Welsh labels and pictures to enable children to make choices about their play. There is a wide range of toys and equipment to promote cultural awareness, including books and dolls. There is a good selection of resources for children to develop their ICT skills, including tablets and audio resources.

<b>Leadership and management</b>	<b>Good</b>
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The leader has a clear vision for the setting, which is to provide a service of the highest standard in all aspects of its work. She has succeeded in sharing this vision effectively by fostering a spirit of close co-operation among all practitioners and promoting safe practices and a culture of safety. The leader places a very clear focus on children's wellbeing in order to create a very caring ethos. As a result, everyone works together purposefully to ensure valuable experiences for the children in their care. The statement of purpose is updated annually and is an accurate picture of what the setting provides. The setting complies with all relevant regulations and regularly exceeds the national minimum standards. The leader presents a beneficial oral overview of the setting's progress and areas for improvement to the responsible person.

The leader and practitioners know the setting very well. The current self-evaluation process includes purposeful contributions from practitioners and parents. The leader works effectively with local authority officers on how to evaluate the setting's work. Leaders have built on this information in order to produce a report that gives an accurate picture of the setting's current work. The report identifies many strengths and areas for improvement. There is a clear link between the outcomes of the self-evaluation report and the development plan. The plan has a clear focus on raising the standards of children's literacy, physical and ICT skills. However, targets are not always measurable enough to monitor actions and ensure improvement.

There are robust procedures in place to appoint and support staff. The leader has ensured that practitioners have suitable qualifications to fulfil their roles and to support all children's needs effectively. All practitioners have clear job descriptions and understand their responsibilities. Regular staff meetings are a good opportunity to discuss and work together purposefully to provide a good standard of care and education. The leader evaluates each practitioner's work annually and discusses their performance and needs in terms of continuous professional development. As a result, the leader targets beneficial training that is specific to the individual and responds to areas for improvement in the improvement plan. Through these processes, she sets high expectations and supports and challenges everyone to do their best. However, procedures for recording staff supervision meetings are not formal enough to be able to say whether supervision is appropriate or not.

The setting fosters effective co-operation with a range of partners, including parents, the local authority, Flying Start and the local primary school. This co-operation contributes extensively to children's wellbeing, raises standards, enriches provision and strengthens leadership.

## Appendix 1

### Responses to parent questionnaires

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the setting.	15	11 73%	4 27%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		79%	20%	0%	0%		
My child likes this setting.	15	13 87%	2 13%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		84%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	15	11 73%	4 27%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	14%	0%	0%		
My child is making good progress at the setting.	15	13 87%	2 13%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	19%	0%	0%		
Children behave well in the setting.	15	8 53%	7 47%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	28%	0%	0%		
Teaching is good.	15	14 93%	1 7%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	15	13 87%	1 7%	1 7%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		84%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	15	12 80%	3 20%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		76%	23%	0%	0%		
My child is safe at the setting.	15	14 93%	1 7%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		85%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	14	6 43%	8 57%	0 0%	0 0%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	27%	1%	0%		
I am kept well informed about my child's progress.	15	6 40%	9 60%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	31%	5%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	15	13 87%	1 7%	1 7%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	18%	1%	0%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I understand the setting's procedure for dealing with complaints.	15	6 40%	9 60%	0 0%	0 0%	0	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		65%	31%	3%	1%		
My child is well prepared for moving on to school.	14	7 50%	7 50%	0 0%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		73%	26%	1%	0%		
There is a good range of activities including trips or visits.	15	7 47%	6 40%	1 7%	1 7%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		63%	32%	4%	1%		
The setting is well run.	15	11 73%	2 13%	2 13%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

## Appendix 2

### Copies of the report

Copies of this report are available from the setting and from Estyn and CSSIW's websites ( [www.estyn.gov.wales](http://www.estyn.gov.wales)) ( [www.cssiw.org.uk](http://www.cssiw.org.uk))

## Appendix 3

### Glossary

<b>Additional learning needs (ALN)</b>	This term covers a very wide range of needs. We use the term additional learning needs in relation to children who have needs besides those of most of other children in the setting, for a number of different reasons.
<b>Areas of Learning</b>	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"><li>• personal and social development, wellbeing and cultural diversity</li><li>• language, literacy and communications skills</li><li>• mathematical development</li><li>• Welsh language development</li><li>• knowledge and understanding of the world</li><li>• physical development</li><li>• creative development</li></ul>
<b>Care Council for Wales</b>	This is the Sector Skills Council for Social Care, Early Years and Child Care in Wales.
<b>Foundation Phase</b>	The statutory curriculum for all three to seven-year-olds in Wales, in both maintained schools and non-maintained settings
<b>Flying Start</b>	Services that deliver free, part-time childcare for eligible two-year-olds to help give them the best start in life and prepare them for school. They also provide increased levels of support from health visitors and parenting programmes to give young children the best possible start in life. These programmes have been running since January 2007.
<b>Funded non-maintained settings</b>	Settings funded by the Welsh Government to provide part-time education for three and four-year-olds. They include playgroups, private day care providers and independent schools.
<b>Key person or key worker system</b>	This is a practitioner who is assigned to each child so they always have a trusted, familiar person available to them so that they feel safe and comfortable. They build positive relationships and regularly talk to parents.

<b>Leaders</b>	<p>This can include the Registered Person, Responsible Individual or Person in Charge</p> <ul style="list-style-type: none"> <li>• Registered person – the person who is registered by CSSIW to provide the service; this may be an individual or an organisation</li> <li>• Responsible individual – where the registered person is an organisation, this is a person who is nominated by that organisation to act on their behalf</li> <li>• Person in charge – the individual appointed by the registered person to be in full day-to-day charge of the service</li> </ul>
<b>Practitioners</b>	All persons working directly with children in a setting
<b>Safeguarding</b>	Statutory duty to keep children safe and promote their wellbeing