



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

A report on

**Cylch Meithrin Cefnfaes Bethesda
Plas Ffrancon Leisure Centre
Bethesda
Gwynedd
LL57 3DT**

Date of inspection: February 2019

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Cefnfaes Bethesda

Name of setting	Cylch Meithrin Cefnfaes
Category of care provided	Full Day Care
Registered person(s)	Mr Lawrence Haydn Davies
Responsible individual (if applicable)	
Person in charge	Juliet Davies
Number of places	35
Age range of children	2 – 4 years old
Number of children funded for up to two terms	9
Number of children funded for up to five terms	5
Opening days / times	Monday to Friday from 9.00 to 14.45
Flying Start service	Yes
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
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	12/10/2016
Date of previous Estyn inspection	14/01/2014
Dates of this inspection visit(s)	19/02/2019
Additional information	Almost every child speaks Welsh at home.

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 Provide appropriate opportunities to develop children's awareness of their local area
- R2 Ensure that monitoring arrangements for supervising and evaluating leadership are rigorous and consistent

What happens next

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

Main findings

Wellbeing: Good

Almost every child makes informed decisions on where to play and what snacks to eat. During amser cylch, the majority of children discuss and share their opinions and personal preferences with confidence. Most communicate well with adults and their peers, for example in asking practitioners about activities and in explaining which tasks they find most interesting. They make good decisions with regard to preferred areas of learning, such as playing with sand or building a bird's nest.

Almost every child feels safe, happy and knows that their feelings will be taken into account. Most of the children arrive at the setting with a sense of anticipation and cope well when separated from their parents or carers. Almost every child is resilient and can cope even if they are uncertain. They resume their play immediately after being comforted. Almost every child develops a fondness for practitioners easily as the practitioners know them well and provide them with constant care. Most of the children have formed positive emotional relationships with the practitioners, which develops a strong sense of confidence and self-esteem.

Almost every child cooperates and plays effectively, for example in sharing play dough equipment and dishes. They listen carefully and have a positive attitude towards adults and peers, which contribute to an ethos of collaboration.

Almost every child is engaged and enjoys learning. They are well-behaved and a few of the children are starting to become aware of the feelings of others. One example of this is a child showing kindness by sharing a dolly with another child who was uncertain. Most of the children respect one another and look after equipment and resources appropriately when tidying up. Almost every child works with the practitioners very well, for example in listening when asked to sit at the table at snack time.

Most of the children are well-engaged and show a keen interest in their learning. Almost every child develops new skills in experiencing a wide range of interesting play opportunities such as using magnifying glasses in the discovery table. They are excited especially when playing outdoors or undertaking craft activities. Most of them are highly motivated and focus intently during tasks. They are able to persevere for an appropriate amount of time in order to complete activities such as reading a book, playing with blue and purple sand or speaking on the telephone.

Most of the children are confident learners and work well on their own, for example in meeting challenges such as measuring height. Almost every child becomes increasingly independent in helping themselves to a snack; pouring their drinks and trying to wear their own coats.

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

Most of the children make good progress from their starting points. Their literacy, numeracy and ICT skills are being developed effectively.

Most of the children listen to explanations and instructions closely and act on them effectively. For example, they build cosy birds' nests without any encouragement from practitioners and join in when familiar songs are being sung in Welsh with much enthusiasm. They respond clearly to practitioners' questions and consider the needs of others sensibly when working closely together to set the cafe's tables. They use Welsh words and phrases correctly, for example in describing the way the angry pig looks.

Many of the children discuss the content of books effectively. They are able to expand on what is happening to the characters enthusiastically, such as a teddy getting lost in the snow, suggesting ways to help. In addition, they understand that the wolf is the baddie in the tale of the three little pigs. Many of the children undertake mark-making activities with purpose using a variety of tools and take pride in their early writing experiences. They use crayons and paint confidently and make conscientious notes of orders taken from the cafe. Some can explain the purpose of their early writing well, and are able to identify their own names and the names of others.

Most of the children use well-developed mathematical language in the relevant contexts. They can count to five well and a few can count to ten and over correctly. They can compare and describe the characteristics of shapes purposefully and can group animals together correctly according to size. Many of the children select suitable equipment and material to solve mathematical problems knowingly. For example, building blocks carefully to correspond with their height. The majority of children compare the size and weight of objects effectively, identifying those which are 'llai', 'mwy', 'trwm' and 'ysgafn'.

Most of the children use technology skilfully. They control electronic devices with confidence. Their use of educational programmes, apps and hardware develop their thinking skills effectively.

The majority of children develop their physical skills well in climbing and sliding down adventure play equipment and dancing enthusiastically. They develop appropriate creative skills, which have a positive impact on their learning. For example, they work independently in painting birds on an easel and drawing pictures of their family with chalk.

Care and development: Good

Practitioners treat the health and safety of children as a matter of the utmost importance. They have a robust understanding of their child protection policy. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern. Practitioners implement health and safety policies including food hygiene and infection control provision effectively. For example, they show an acute awareness of hygiene in terms of food preparation, changing nappies and reminding

children to wash their hands. Practitioners provide the children with fantastic opportunities to live healthily and highlight the importance of oral health by encouraging the children to brush their teeth every day. Healthy eating and drinking is promoted and a wide range of fruit is offered to the children. Practitioners provide the children with valuable opportunities to undertake specific roles during snack time. This is effective in creating a sense of independence amongst the children. Practitioners follow very effective procedures for recording accidents or injuries, and most have completed first aid training. Practitioners are aware of the importance of exercise and provide physical activities on a regular basis.

Practitioners have a good approach to developing values such as fairness and respect, for example by rewarding the children with a sticker for good behaviour and participation. They highlight the importance of these values well as part and parcel of the setting's daily routine. Practitioners apply positive behaviour management strategies which discourage any disruptive or unacceptable behaviour effectively. They create a happy and robust environment where the children feel happy and safe in the company of adults. As a result, children are able to ask for help and support to complete activities with confidence.

Practitioners have a lovely relationship with the children and are sensitive to their needs. Practitioners know the children and their families very well, and they have a clear understanding of their needs, abilities and individual preferences. Practitioners promote equality and diversity well and ensure that every child is given equal access to resources and activities. They treat every child with dignity and respect and ensure that their privacy is respected. Regular opportunities are given to children to develop their understanding of sustainability by recycling paper, cardboard and plastic. Robust systems are in place to support children with additional needs, and practitioners work closely with key agencies and parents for the benefit of the child.

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

Practitioners implement an engaging curriculum which reflects the foundation phase's philosophy well. They plan a wide range of learning experiences carefully in order to have a positive impact on children's outcomes and create independent learners. Informed planning has a positive impact on the children's literacy, numeracy and ICT skills. Successful activities include challenges to respond orally to the content of books, correct numbering when jumping from one tyre to the next, and using ICT tools such as an interactive white board.

Practitioners are able to focus on developing the children's physical and creative skills well. They motivate the children to work together and learn on a practical level, for example by providing constant opportunities to throw balls at targets and paint birds by mixing bright paint. Practitioners are able to focus extremely well on improving the children's Welsh language skills by modelling words and repeating challenging phrases. These excellent practices challenge every child to speak and respond in Welsh on a regular basis, and to reach a high level of achievement orally.

Practitioners have high expectations and challenge the children on a constant basis. They ask astute questions which has a positive impact on the children's skills, such as discussing the lives of those animals living in the cold of the Arctic. They

intervene in a sensible manner during activities guided by an adult and the children's independent tasks. They provide a wide range of valuable opportunities for the children to learn via practical play. Good examples of this include climbing adventure play equipment and cooking enthusiastically in the mud kitchen.

There are effective procedures in place to assess the children's progress, and the evidence corresponds with the children's outcomes. Practitioners undertake routine assessments and discuss with the children how to improve their work in a sensible manner. As a result, practitioners use assessment findings rigorously to plan 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 playing with dolls from different cultures. They promote the children's awareness of Welsh culture successfully by celebrating St David's Day and competing in local eisteddfodau. Valuable use is made of visitors such as a local sheep farmer to develop an acute sense of their community amongst the children. However, they do not take the opportunity to visit the village regularly, which limits the children's understanding of their local area.

Practitioners meet with parents every term to discuss their children's progress. In addition, they provide them with a useful and succinct report at the end of their child's time at the setting, which reflects on their progress well.

Environment: Good

The environment is extremely safe and clean, which impacts the children's safety and well-being in a positive manner. The setting has robust arrangements in place for receiving visitors, and practitioners follow effective safety procedures for children's arrival and departure. The setting is cleaned every day and is very well-maintained. Regular fire drills are arranged and practitioners have a keen understanding of the procedures to follow in order to keep children safe. Leaders ensure that any unnecessary risks to children are managed or removed effectively.

Children are cared for in ideal and pleasant surroundings, arranged appropriately to promote their independence and encourage their learning and development. Leaders show commitment and persistence in maintaining and developing the learning environment on a regular basis. For example, practitioners celebrate children's successes by arranging colourful displays of their work. Practitioners use their imagination to plan the environment, such as using pink and purple sand and creating a discovery table with magnifying glasses and different materials. The environment is inclusive and every child is given equal access to all of the resources and different activities both indoors and outdoors. Practitioners make good use of external provision and plan excellent play opportunities for the children. For example, children learn new skills in being able to balance, experience different materials in the mud kitchen and climb the equipment.

Leaders ensure that the furniture, equipment, toys and resources available to the children are appropriate and meet their needs, including additional needs. There is a good range of resources in every area, all within the children's reach. Leaders ensure that resources are clean and maintained according to infection control

principles. Leaders ensure that toys and play material promote cultural awareness, including Welsh culture and heritage.

Leadership and management: Good

The leader has established rigorous practices at the setting. She is a good leader who directs the setting's day-to-day and long-term work successfully. She maintains a clear focus on providing the children with engaging experiences on a continuous basis, which ensures that provision impacts their outcomes purposefully.

The planning of stimulating experiences, diligent care and robust teaching focus on meeting the needs of children effectively. Due to the leader's willingness to improve, every practitioner is fully committed to their work. They set themselves high expectations and encourage the children to engage in continuous learning, in supportive and sensible ways.

Fixed self-evaluation procedures are in place during the year. The leader ensures that she gives full consideration to the views of practitioners, parents and carers, children and external agencies. This is done via meaningful discussions with all those connected to the setting in order to meet the needs of children in an appropriate manner. This has proven effective in improving those aspects in need of development. For example, they have undertaken joint planning of scrupulous arrangements for receiving children safely to the room from the leisure centre foyer.

The registered person and management committee members are supportive. They listen sensibly to suggestions made by the leader and officers from external agencies. The committee has suitable arrangements in place to monitor standards involving children and provision. It validates the leader's decision making appropriately after she has applied quantitative procedures to identify the setting's strengths and areas for improvement. These procedures allow for setting reliable targets in the development plan. However, monitoring systems for supervising and evaluating leadership procedures are not consistent nor stable enough.

The leader ensures a good allocation of resources in the learning areas. She leads a team of qualified practitioners with enthusiasm and ensures that bespoke training is available to develop individuals' skills effectively. In addition, the use made of the budget and grant funding prioritises expenditure against the targets found in the development plan appropriately. As a result, the leader ensures that expenditure has the intended impact on provision. One good example of this is the use of mathematical equipment and a plan to improve children's oral skills.

The setting has a host of good partnerships. They work effectively with these partners to improve provision and children's outcomes. For example, strong links exist with local schools to support the children when they transition. Leaders work closely with parents and make themselves available to parents and carers and engage in open communication, which ensures that the needs of the children are being met.

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 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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