



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

A report on

**Cylch Meithrin Aberclwyd
Capel Clwyd
Clwyd Street
Rhyl
LL18 3LA**

Date of inspection: July 2019

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Aberclwyd

Name of setting	Cylch Meithrin Aberclwyd
Category of care provided	Full Day Care
Registered person(s)	Brian Fizzell
Responsible individual (if applicable)	N/A
Person in charge	Joy Lee
Number of places	19
Age range of children	2-4 years old
Number of children funded for up to two terms	10
Number of children funded for up to five terms	0
Opening days / times	Monday, Wednesday, Thursday and Friday 9am – 2.30pm
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	03/05/2017
Date of previous Estyn inspection	08/05/2014
Dates of this inspection visit(s)	04/07/2019
Additional information	Almost all of the children come from non-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 Extend opportunities for the children to develop their numeracy skills in different contexts
- R2 Ensure that there's a more consistent level of challenge in the learning activities
- R3 Strengthen the strategic role of leaders when evaluating progress against priorities

What happens next

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

Main findings

Wellbeing: Good

Nearly all of the children feel confident expressing themselves, sharing ideas and making informed decisions about their learning and play. Most of them make very effective decisions and choices about their activities, for example, when choosing where to play after circle time. Most of them know that their opinions will be respected by practitioners. This boosts the children's confidence effectively.

Most of the children arrive at the setting with a sense of anticipation and cope well when separated from their parents or carers. They are very familiar with the daily routine and nearly all of them know that free play follows circle time. Nearly all of the children take pride in their achievements and concentrate well for extended periods.

Most of the children develop friendships with others and play extremely well together. Nearly all of the children develop a sense of right and wrong and control their behaviour very effectively. They share equipment without complaining, co-operate and take turns appropriately. For example, they wait their turn to use the play dough equipment or share the paint printing equipment.

Most of the children engage and show interest and excitement, for example when enjoying playing on the computer independently or using chalk in the outdoor play area. Nearly all of the children persevere for an appropriate period of time and enjoy experimenting and discovering, for example in the water tub. Most of the children enjoy planned activities and get a sense of achievement when they help to tidy the cups and bowls away after snack time.

Most of the children develop their independence and learning well. They have a good understanding of every instruction in Welsh and respond appropriately. Nearly all of the children learn new skills as they experience a wide range of valuable play opportunities. Most of the children learn how to look after living things by watering the seeds and feeding the fish. Most of the children become increasingly independent and grow in confidence, for example when using scissors, washing their hands and pouring their drinks.

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

Most of the children make strong progress in their skills from their starting points. The social skills of many of the children develop well during their time at the setting. They interact naturally with the staff and each other during their activities. Many behave maturely, sharing and playing happily with their friends.

Nearly all of the children make good progress in their understanding of the Welsh language. Nearly all of the children demonstrate good listening skills. For example, during circle time they concentrate well on instructions and on questions that are asked by the practitioners and when discussing the arrangements for the different activities. They respond confidently, often in simple Welsh, and their understanding is firm. Many of the children enjoy picking up books and turn the pages correctly in

order to look at the story. They enjoy listening to stories in the reading corner with practitioners. Many hold different writing implements correctly, with good control. They enjoy making simple marks independently in the different areas. For example, they are creating a driving licence as part of their transport theme.

Many of the children develop strong numeracy skills, in accordance with their development stage. Most of them can count to five correctly, with a minority counting to ten with a degree of confidence, for example when counting the vehicles going into the garage. Many can name familiar two dimensional shapes correctly and discuss different objects and compare their sizes successfully, explaining whether they are small, bigger or big.

Most of the children's ICT skills are strong. They use the computer equipment independently, selecting different programmes and completing tasks confidently. They move the mouse and work together in a mature way when completing tasks. For example, they explored how to create different sounds on a musical programme.

Most of the children's creative skills are developing well. They used different paint colours in a mature manner after deciding what colour they wished to paint their vehicle, or they designed and decorated a butterfly.

Their physical skills are developing well. They use small instruments confidently, for example they used scissors skilfully when cutting out shapes to decorate their pictures. They hold their bodies in a mature way when riding large bikes or when playing on the swing and trampoline in the physical area.

Care and development: Good

Practitioners treat the health and safety of children as a matter of utmost importance. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern. All of the practitioners have attended relevant safeguarding training. They are familiar with the setting's relevant procedures and most of them have attended appropriate training, such as first aid, food hygiene and safeguarding children. All of the practitioners complete a monthly fire drill and know how to keep the children safe in an emergency. They all practise good hygiene procedures consistently, for example by washing their hands and wearing aprons and gloves when serving food. The practitioners follow very good procedures for recording accidents or injuries. All of the practitioners provide good opportunities for the children to live healthily and highlight the importance of oral health by encouraging the children to brush their teeth every day. The practitioners ensure that the children have valuable physical activities every day. For example, they provide beneficial opportunities for them to practise their balancing skills, climb, play on bikes and visit the local park.

The practitioners use a wide range of positive behaviour management strategies and they deal well with any petulance. All of the practitioners are consistently kind and gentle when speaking to the children and this creates a positive and relaxed atmosphere. They praise the children regularly and reward them with stickers to boost their self-confidence. The practitioners model good behaviour, for example by being polite and patient and thanking the children often.

The practitioners know the children and their families very well, and they have a clear understanding of their needs, abilities and individual preferences. They provide a caring environment and put the children's needs first. For example, the practitioners are aware of the children's allergies and ensure that the relevant foods are avoided. The practitioners set and monitor relevant individual targets in order to promote every child's development, for example by using the Mudiad Meithrin's language curriculum. The practitioners provide a good variety of activities to promote the children's development and they are aware of the importance of learning through play. For example, they plan stimulating experiences for the children to experiment and discover things for themselves, such as placing stones in the water tub and creating a nature table where they can water seeds and watch them grow.

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

One of the setting's strongest features is the close and supportive relationship between the children and the practitioners. The practitioners support the children very effectively. They know them well and work with them during their activities, discussing the activity and questioning the children skilfully in order to encourage them to think. This successfully reinforces their oracy skills.

The practitioners have a good understanding of the principles of the foundation phase. The leaders and practitioners ensure an effective balance between activities which are led by adults and activities which encourage independence among the children. As a result, many of the children develop increasing independence and they can persevere with their tasks for extended periods of time. For example, they worked together successfully to fix the pirate ship using different tools skilfully.

The setting's planning procedures have been updated recently following advice from the local authority and they provide a simple and manageable structure for planning the children's activities. They set clear objectives for different activities. The practitioners monitor the children's progress purposefully and make good use of regular assessments in order to plan the next steps in their learning. However, the activities are not always tailored effectively enough to meet the needs of children of different abilities in order to challenge them to move forward with their learning.

The practitioners model language effectively and this has a very positive impact on the children's oracy skills. As a result, most of the children develop good listening skills, and they have an increasingly strong understanding of the Welsh language. The practitioners encourage use of the Welsh language consistently and consequently many of the children are becoming more and more confident to use the language. The practitioners provide a good range of literacy experiences for the children, for example by encouraging the children to create marks using a wide range of resources. There is appropriate planning to develop the children's mathematical skills. There are regular opportunities for them to develop an understanding of numbers in the maths area. However, activities which promote the children's numeracy skills in different practical contexts are limited.

The practitioners provide a good range of technological activities. For example, there are valuable opportunities for the children to use the computer and graphics programmes to create pictures on the screen. Although the setting's outdoor space

is very limited, the practitioners ensure that there is a good range of physical activities for the children and consequently their physical skills are good. They plan stimulating creative activities, for example painting colourful pictures in the context of their transport theme.

The practitioners purposefully promote the children's spiritual, moral, social and cultural awareness. For example, they provide valuable opportunities for them to learn about Eid and celebrate the festival together. They promote Welshness and awareness of Welsh traditions successfully, for example by singing traditional and contemporary nursery rhymes.

Environment: Good

The environment is extremely safe and clean, which promotes the children's safety and well-being effectively. The practitioners have robust arrangements in place for admitting visitors to the setting in order to ensure that no unauthorised person has access to the building. They follow effective safety procedures when the children arrive at the premises and leave. It is ensured that the risk assessments and safety checks for fire, heating and electrical equipment are current and thorough.

The leaders provide care for children in a room which is set out into appropriate areas to promote their independence and encourage them to learn and develop well. Good use is made of the environment as stimulating play areas have been created. For example, the enclosed circle time area is also used to play with large equipment in order to promote physical skills. There's a variety of resources in every area, all within easy reach of the children in order to encourage their independence as they make choices regarding their play. The environment is welcoming and engaging and there are numerous displays of the children's craft work which creates a sense of belonging. Children can go to the toilet and use the hand-washing basins independently.

There's a supply of resources which are of good quality and are appropriate for the children's ages and development. The resources are accessible to the children and they're stored in low-level boxes with Welsh labels and pictures to enable the children to successfully make choices about their play. This also enables the children to tidy things away conveniently. 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 the children to develop their ICT skills, for example a computer and sound resources. There are good opportunities for the children to handle natural materials such as shells, wood and stones, and they can see how seeds grow. A wide range of sustainable materials is available and the practitioners use them creatively during the sessions, for example to create an attractive display of aeroplane models.

Leadership and management: Good

In the short time since being appointed, the leader has created a happy and lively atmosphere in the setting. She has a clear vision to create a successful provision where every child is valued for their different abilities and develop into confident and mature individuals. This vision is successfully supported by the practitioners who work at the setting. They are a dedicated team and they have a very constructive

relationship with each other and with the children in their care. The registered person and management committee support the leader appropriately through steering meetings. They provide practical support in order to ensure that they have an appropriate overview of developments at the setting. The statement of purpose is an appropriate document and includes all necessary information for parents to know what type of care is being provided.

Useful self-evaluation procedures have been put in place by the leader. These procedures provide helpful information about the children's progress and about the provision, and are an honest reflection of the current situation. The arrangement identifies suitable improvement priorities, and the leader and the staff respond to these priorities conscientiously. The leaders carefully gather the views of stakeholders such as parents, and consider them appropriately. As a result, improvements have been implemented recently in the learning areas, for example by providing more mathematical resources. However, the leaders do not always evaluate progress against priorities in order to measure impact.

The management committee has very strong recruitment processes, which ensure that practitioners are suitable to care for children. The practitioners have current job descriptions and each role is undertaken well. Performance evaluation arrangements are suitable, and practitioners have professional targets for development which respond to their needs effectively. The practitioners benefit from professional development. For example, following training on planning and assessment in the early years, the practitioners have adapted the planning arrangements for two year old children.

The leader, practitioners and management committee collaborate effectively with a good range of suitable agencies and partners. They collaborate successfully with Flying Start and focus on evaluating the children's progress. The leader and the practitioners have a very positive relationship with Mudiad Meithrin officers, for example when delivering language strategies in the setting. They also work closely with the local authority's advisory teacher in order to maintain and develop the foundation phase curriculum and consequently the children learn Welsh well. The setting has a close and active relationship with the local Welsh-medium school and they facilitate opportunities for the children to attend the school for induction sessions. The parents appreciate the provision's open door policy. They have regular opportunities to discuss their children's progress and well-being with the practitioners.

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 PrysgCyf (Welsh to English).

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