



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

A report on

**Cylch Meithrin Corris
Y Caban
Ysgol Dyffryn Dulas
Corris
Machynlleth
SY20 9TQ**

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 Corris

Name of setting	Cylch Meithrin Corris
Category of care provided	Full Day Care
Registered person(s)	Tegwen Brickley
Responsible individual (if applicable)	N/A
Person in charge	Hannah Jones
Number of places	18
Age range of children	2 - 4 years
Number of children funded for up to two terms	1
Number of children funded for up to five terms	0
Opening days / times	Tuesday between 08.45am and 15.30pm, Wednesday between 11.30am and 15.30pm and Thursday between 8.45am and 11.45pm.
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	Cylch Meithrin Corris is a service that provides the 'Active Offer' for the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use or may use the service.
Date of previous CIW inspection	28/06/2017
Date of previous Estyn inspection	27/02/2013

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Dates of this inspection visit(s)	16 and 17 July 2019
Additional information	

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Judgement
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 better opportunities to develop children's information and communication technology (ICT) skills
- R2 Ensure practitioners intervene less in children's activities to promote their independence

What happens next

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

Main findings

Well-being: Good

Almost every child speaks or expresses themselves confidently throughout the session, and communicates their needs well. For example, children who ask to use the toilet do so immediately. Most of the children make appropriate choices and decisions, for example the children themselves choose their daily healthy snack menus. Almost every child chooses what they want to do and with whom they want to play successfully.

Almost every child settles well and arrives with a smile on their face before engaging in play. Most of the children are content and feel confident enough to share a story about the pet they have at home with their friends and practitioners during group time. They develop a strong sense of belonging as their colourful art work is displayed on the walls of the play room and they have their own individual pegs for their coats and bags. The majority of children are familiar with the setting's daily routine which gives them a sense of security. For example, they all help to prepare to go outside in the sun and wear hats and sun cream before going. Almost every child feels that they are valued, for example, those who leave to start school celebrate their time and their achievements at the setting in a graduation ceremony.

Most of the children interact successfully with each other and have a good understanding of the rules for acceptable behaviour. For example, they know that they need to sit down to eat and say 'please' and 'thank you' when needed. Almost every child shows kindness towards each other, for example by sharing the raspberries they collect in the garden with their friends.

Most of the children take part in a wide variety of play-based activities, showing a lot of interest in what they do. For example, they enjoy fishing for ducks in the water tub and painting and making different shapes with chalk outdoors in the fresh air. They enjoy singing different songs during group time with everyone laughing after the song.

Most of the children develop, learn and become independent. For example, they help with specific responsibilities during snack time and wash their own plates and cups after eating. They develop their senses and choose herbs to mix in the mud kitchen successfully. Almost every child uses their imagination and extends their language effectively by creating stories while playing with their friends and practitioners.

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

There is no report on children's learning as there was an insufficient number of three and four year olds present at the time of the inspection, not receiving funded education elsewhere, on which we could report anonymously.

Care and development: Good

All practitioners are experienced and qualified and fully understand their roles and the procedure to follow if they have concerns about any child in their care. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern. Practitioners have relevant qualifications to enable them to treat minor injuries appropriately and they record the necessary information in the accident book. They provide valuable opportunities to promote healthy lifestyles, by encouraging the children to brush their teeth daily and by providing healthy and nutritional snacks. They follow appropriate procedures, for example by ensuring that the tables are cleaned before and after meal times and follow the expected practice for nappy changing. Practitioners supervise the children well and the staffing ratios are above the national minimum standards.

Practitioners follow the setting's policy and set a very good example of positive behaviour by taking advantage of every opportunity to praise the children. The setting has established daily routines which keep the children occupied and busy. For example, practitioners keep the children who have already washed their hands occupied by asking them to find their names on the table before sitting down. Practitioners are very tender in their approach. They show genuine warmth and affection towards the children, and this is reflected in the children's positive interaction with each other and practitioners.

Practitioners work exceptionally well as a team and succeed in promoting the children's general development and ensure that they meet their individual needs. For example, they ensure that any allergy that a child has is shared so that they can give them the care that they need. They plan interesting activities which suit the children's ages and stages of development effectively. For example, practitioners enable the children to identify and learn the names of birds which live around us. They record children's progress effectively in order to plan suitable activities for them, which target specific skills as and when required.

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

Practitioners work diligently for the benefit of the children. They have high expectations and they provide valuable opportunities for children to learn through practical challenges. Good examples include creating wool nests and using mint as an ingredient in the mud kitchen. Practitioners question children well, which has a positive impact on improving their literacy and numeracy skills. However, in general, they intervene excessively during activities, which limits children's independent learning.

Practitioners provide an engaging curriculum which reflects the foundation phase's philosophy successfully. They plan purposeful learning experiences, which target the children's interests positively inside and outside the building. These effective activities include challenges to solve problems by matching ducks and shapes and making bright marks with paint.

The provision to develop the children's ICT skills is appropriate and offers suitable opportunities for them to use toys and electronic tablets. However, the ICT provision does not challenge the children effectively enough to improve their early ICT skills. Practitioners encourage effective cooperation by focusing on developing the children's physical and creative skills. For example, they encourage them to cycle energetically and role play in an imaginative aquarium.

Practitioners plan valuable opportunities to develop the children's literacy and numeracy skills. They concentrate well on improving the children's Welsh by repeating words and phrases regularly, and singing lively nursery rhymes. The regular routines help the children to understand the practitioners' instructions and respond appropriately in Welsh. They promote the children's awareness of Welsh culture successfully through celebrations such as St David's Day, for example.

Practitioners place a clear emphasis on developing the children's spiritual, moral and social skills, and celebrating diversity by studying food from foreign countries. Valuable use is made of visitors and visits. Good examples include a visit from a beekeeper, who produces honey, and a trip to the post office to post letters. These opportunities create a sound awareness of the people of their community and locality.

The assessment procedures are effective. The findings are reliable in terms of matching the children's outcomes and practitioners discuss with the children how to improve their work in a sensible manner. As a result, they challenge the children towards the next steps in their learning purposefully.

The setting conducts useful meetings with parents and carers to discuss their children's progress. They provide appropriate reports, which reflect their children's achievements well.

Environment: Good

Leaders ensure a safe environment for the children. They complete safety checks and ensure that the play and learning areas are clean. Fire drills are carried out regularly so that everyone knows how to leave the building safely.

Leaders ensure that the whole environment provides an extensive range of play opportunities which promote the children's general development effectively. They ensure outdoor play areas are used regularly and are designed successfully to encourage children to play and learn. For example, they change the reading house's themes during the year to maintain the children's interest. Leaders create a warm and welcoming environment, with Welsh language signs in order to raise the children's awareness of the Welsh language. Leaders ensure that the children have a sense of belonging in their environment with the children's colourful work being displayed in an attractive manner on the walls of the play room.

The play areas have been set out to promote every child's play and learning experiences in a beneficial way. Careful consideration is given to ensuring that the resources engage the children and promote their natural curiosity to learn through play successfully. For example, all the equipment available in the small world draw the children's attention immediately as they arrive and they engage in imaginative play together. Leaders use a variety of commercial, household and recycled resources to inspire and motivate the children positively. For example, a wooden cable reel is used as a small table as well as saucepans for the children to make noise and music.

Leaders ensure that the different plants which are grown at the setting give children plenty of opportunities to develop their sense of taste, smell and touch effectively.

Leadership and management: Good

The leader gives the setting's work a purposeful direction. Her intelligent vision ensures interesting and stimulating experiences for the children, which have a good impact on their well-being and learning.

The setting's experiences, activity planning and policies focus thoroughly on meeting children's needs successfully. The leader works conscientiously with the dedicated practitioners and they have high expectations of themselves and the children. As a result, they succeed in improving the children's well-being effectively.

Robust self-evaluation procedures permeate through the setting's practices. Practitioners ensure that they give full consideration to each other's views, as well as the views of parents and carers, children and external agencies. They conduct regular discussions with everyone who is connected to the setting to improve the provision and children's learning experiences. This has a positive impact on improving vital aspects which need to be changed. For example, they listen to parents and carers and act upon the findings, such as using social media to keep them informed.

The registered person and management committee are supportive. They ensure that the practitioners understand their roles fully through regular evaluation, supervision and discussion. They have effective arrangements to monitor the children's outcomes and the provision. They use quantitative and comprehensive procedures to identify their strengths and areas for improvement. The rigour of these procedures ensures that there are effective targets in the development plan which leads to purposeful changes for the future, such as providing good opportunities for children to solve problems.

The management committee allocates resources purposefully. This is done by ensuring plenty of qualified practitioners, who receive relevant training, to meet the children's needs 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 management committee ensures that the use made of funding has a direct impact on the provision and the children's outcomes. A good example of this is the collaboration with the local authority to use grants wisely, to promote better experiences for the children by funding new sensory equipment.

The setting has a range of effective partnerships, such as parents, who provide support by developing the outside area and the growing areas. Practitioners work with all partners successfully to improve the provision and the children's outcomes. For example, they listen sensibly to suggestions made by local authority officers and the Mudiad Meithrin to improve the provision. In addition, there are very positive links with the nearby school as the children move on to the next stage of 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 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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Publication date: 18/09/2019