



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

A report on

**Cylch Meithrin Llanfairpwll
Y Gorlan
Trem Eryri
Llanfairpwll
LL61 5JF**

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 Llanfairpwll

Name of setting	Cylch Meithrin Llanfairpwll
Category of care provided	Full day care
Registered person(s)	Gwyn Fleming
Responsible individual (if applicable)	N/A
Person in charge	Nerys Williams, Bethan Jones, Lowri Roberts
Number of places	44
Age range of children	2½ - 4 years old
Number of children funded for up to two terms	5
Number of children funded for up to five terms	0
Opening days / times	08.50 – 15.00 from Monday to Friday during term time
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 “active offer” for the Welsh language. It provides a service that anticipates, identifies and meets the needs of those who use the service.
Date of previous CIW inspection	13/12/2016
Date of previous Estyn inspection	18/06/2014
Dates of this inspection visit(s)	19/02/2019
Additional information	

The setting provides Cylch Meithrin provision for children between 2½ and 3 years old and a Care Club for 3 and 4 years old who receive part-time education at school. Forty one per cent (41%) come from Welsh-speaking homes.

Summary

Theme	Judgement
Wellbeing	Adequate
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	
Care and development	Adequate
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Adequate
Environment	Adequate
Leadership and management	Adequate

Non-compliance

We informed the registered person that the service did not comply with the following regulations:

Regulation 6 because the registered person did not have a current disclosure and barring service certificate.

Regulation 16 because they had not completed an up-to-date annual quality review.

Regulation 28 because there was not full and satisfactory information for all members of staff.

A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the service. We expect the registered person to take action to rectify these matters and it will be followed up in the next inspection.

Recommendations

R1 Develop children's independent skills

R2 Act on the findings of assessments and observations to plan the next steps in children's learning

R3 Ensure that practitioner plan literacy and numeracy skills systematically across the provision

R4 Improve self-evaluation processes to ensure a focus on outcomes and improvements across the setting

R5 Address the issues in relation to non-compliance

What happens next

The setting will produce an action plan to show how it will address the recommendations. Estyn and CIW will monitor the setting's progress.

Main findings

Wellbeing: Adequate

Nearly all children settle quickly into the daily routine and register their own attendance successfully. They go straight to their activities without encouragement. Nearly all feel safe and are happy to be comforted by practitioners, when necessary. Nearly all children form a close relationship with practitioners, which nurtures children's confidence and self-respect robustly.

Most children interact successfully with each other and understand the rules for acceptable behaviour well. Nearly all children across the setting listen and respond well to instructions and respect other children's responses, for example when giving their friends time to answer questions during circle time. Nearly all children respond effectively to praise and show pride in their work. Nearly all make their own choices within the provision and move confidently from one area to another. For example, all children decide where and with whom they would like to play. A minority guide their own play appropriately, for example when deciding to use the tent as an aeroplane, where they go on a trip with their toys.

A majority of children concentrate for an appropriate amount of time when undertaking tasks or playing, for example when painting a picture of a daffodil. Most enjoy the activities that are available to them. However, a minority of children show a lack of enthusiasm towards their activities and are not keen to persevere to solve problems. A majority are beginning to develop extended language suitably during activities that are led by practitioners.

A minority of children are beginning to develop independence suitably, for example when washing their hands or putting on their coats. However, a majority of children are too dependent on support from adults, and they do not take enough responsibility for themselves. Nearly all children develop their physical skills appropriately and are learning about good health successfully, and understand that eating fruit and drinking milk or water is good for them.

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

There is no report on learning because there were not enough three or four-year-old children present at the time of the inspection, who do not receive funded education elsewhere, who can be reported on without identifying individual children.

Care and development: Adequate

Practitioners implement a majority of the setting's policies and procedures appropriately. Practitioners promote healthy eating appropriately by preparing suitable snacks and drinks. They follow appropriate hygiene procedures, for example by ensuring that tables are cleaned before and after meals. They have relevant qualifications to enable them to deal with minor injuries, if necessary. Practitioners keep satisfactory records of any accidents and ensure that most information is included. Overall, practitioners meet individual children's needs

appropriately; for example, they respond positively to any requests for dietary needs, but not all practitioners are fully aware of every child's medical needs. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. A majority of practitioners manage behaviour positively, on the whole. They talk kindly to the children and use language that they can understand. Practitioners praise children for their achievements and respect children's decisions, for example when allowing them to choose their activities or decide where they would like to sit during snack time. However, not all practitioners follow the setting's behaviour management policy consistently.

A majority of practitioners have a rough plan for activities and record the children's development. However, across the setting, planning is not always done in advance and they do not meet individuals' needs purposefully. Around half of practitioners track children's progress in detail. However, practitioners do not use this information effectively to plan for the next steps in children's development. A minority of practitioners have high expectations for children, although practitioners do not always provide engaging daily activities to encourage the children's independence.

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

Practitioners provide a relevant range of experiences across the provision, which reflect the ethos of the foundation phase well. Practitioners make suitable use of teaching methods and appropriate resources to inform learning soundly. A good example of this is the way in which practitioners imitate the emotions of a character in a story and, as a result, children understand the story well. Practitioners across the setting work together conscientiously to provide interesting activities that encourage children to settle immediately, for example by counting penguins when fishing in the water tub. Practitioners discuss jointly in order to contribute positively to the children's enthusiasm, but they do not always plan purposefully to develop specific skills and learning effectively.

Practitioners discuss as a team to prepare activities to develop purposeful literacy and numeracy skills that relate to the theme. These skills are presented effectively in daily activities and while singing, for example when counting five penguins as they disappear. However, literacy and numeracy skills are not promoted consistently in tasks under the guidance of an adult or in the learning areas.

Practitioners promote information and communication technology (ICT) skills appropriately across the provision by using an electronic tablet and sound pegs. A good example of this is the purposeful use of an electronic tablet to encourage children to record activities and achievements by taking photographs and encouraging them to retrieve previous pictures successfully.

The variety of assessments provides a clear picture of all children's development, and practitioners understand the next step in their development effectively. However, practitioners do not use this information soundly enough to influence tasks or develop provision in line with children's needs and interests.

Practitioners promote spiritual, moral, social and cultural skills appropriately. Practitioners provide some interesting opportunities that motivate children to show a

sense of interest in the lives of other people around the world. For example, they encourage them to compare life in the Arctic with their lives by discussing shopping in Wales and hunting for food by fishing in the Arctic. Practitioners promote local and national cultures by celebrating St David's Day and St Dwynwen's Day. However, they do not take full advantage of visits and visitors from the community to enrich children's learning experiences.

Environment: Adequate

Leaders ensure a safe environment for the children. They complete safety checks regularly and ensure that the play and learning areas are clean. On the whole, leaders ensure that the environment is welcoming for children and display their work suitably in their rooms. Leaders organise the environment appropriately in order to meet many children's needs, for example by ensuring that the toilets and washing basins are at a suitable level for the youngest children. Overall, the environment provides valuable opportunities for children to move around the areas and resources successfully.

The setting has a wide range of good resources for children who receive an education. These resources are suitable for the children and are arranged purposefully. Practitioners use these resources effectively to extend children's learning experiences and play. For example, children are given effective opportunities to experiment with different materials, such as making pictures in flour and making faces out of pumpkins, including using the flesh of the vegetable to touch and feel. Across the setting, resources such as books and dolls promote the children's cultural awareness effectively. A few resources promote an awareness of Welsh culture successfully, for example as children listen to traditional songs by the red dragon. However, in the care club, a few of the resources are old and are not of a good enough quality.

The quality of the outdoor area is varied. The younger children have a suitable outdoor play area, and resources are used suitably to promote the children's natural curiosity to learn. Although all children share the same specific area, the designated area for the older children is small. As a result, the outdoor area does not allow enough space for children to extend their play and experiences successfully. Resources that are available to the children in this area are also limited.

Leadership and management: Adequate

Leaders work as a team to place a consistent focus on children's wellbeing in order to create a caring and friendly ethos through the medium of Welsh. As a result, children are happy and behave well. However, the leadership of the whole setting does not promote and maintain improvements across the care and education provision.

Some leaders maintain improvements effectively, which has a direct effect on the standard of provision. A good example of this is the way in which they have developed provision in the outdoor area to stimulate children in the fresh air. However, these developments are not coherent enough across all of the setting's provision. Practitioners provide interesting activities for children, but they do not plan

them purposefully or systematically enough across the provision, either indoors or outdoors. As a result, children's progress is inconsistent.

Leaders vary provision regularly to engage children's interest suitably in the learning and play areas. Childcare provision is re-established daily, as it shares a room with the after-school club. However, these areas do not stimulate and motivate children effectively enough.

Practitioners conduct a self-evaluation and quality review as individual teams, but they do not always identify the setting's real needs. As a result, there is not enough focus on raising standards and developing provision to meet children's needs and pursue their interests. Leaders work effectively with officers from the local authority on how to implement improvements. A good example of this is language screening for the children in order to identify individuals' needs.

There are suitable arrangements in place for appointing and supporting staff. The management committee ensures that practitioners have suitable qualifications to fulfil their roles and support all children's needs satisfactorily. A majority of practitioners have appropriate job descriptions and a majority have an adequate understanding of their responsibilities. However, practitioners do not understand and implement the setting's policies and procedures effectively enough. The registered person evaluates all practitioners' work annually and discusses their performance and needs, in terms of continuous professional development. However, staff are not supervised regularly and there is no purposeful subsequent training to target all practitioners' needs.

The setting fosters efficient co-operation with a range of partners, including the local authority, Mudiad Meithrin and the local primary school. Daily contact with parents contributes extensively to the children's wellbeing. However, leaders do not take full advantage of methods to share information about children's progress and achievement with parents.

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 evaluates 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 Trosol (Welsh to English).

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