



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

A report on

**Cylch Meithrin Penparc
School Yard
Ysgol Penparc
Cardigan
Ceredigion
SA43 1SG**

Date of inspection: October 2019

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Penparc

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| Name of setting | Cylch Meithrin Penparc |
| Category of care provided | Full day care |
| Registered person(s) | |
| Responsible individual (if applicable) | Eleri Davies |
| Person(s) in charge | Karen Williams |
| Number of places | 19 |
| Age range of children | 2 – 4 years |
| Number of children funded for up to two terms | 18 |
| Number of children funded for up to five terms | 0 |
| Opening days / times | Monday to Friday from 9.00 to 15.30 |
| Flying Start service | No |
| 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 | First inspection |
| Date of previous Estyn inspection | 15/01/2013 |
| Dates of this inspection visit(s) | 15/10/2019 |
| Additional information | A very small number of children come from homes where Welsh is the first language. |

Summary

| Theme | Judgement |
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| Well-being | Excellent |
| Learning (only applies to three and four year old children who do not receive education in a maintained setting) | Excellent |
| Care and development | Excellent |
| Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting) | Excellent |
| Environment | Good |
| Leadership and management | Excellent |

Non-compliance

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

Recommendations

R1 Improve the balance between adult-led activities and activities the children choose to do themselves.

R2 Provide more opportunities for children to learn and play indoors or outdoors as they wish.

What happens next

The setting will produce an action plan that shows how it will address the recommendations. Estyn and CIW will invite the setting to prepare a written case study, describing the excellent practice seen during the inspection.

Main findings

Wellbeing: Excellent

Almost every child communicates extremely well with adults and visitors. They settle quickly, greet practitioners and peers happily, and the pleasure of seeing one another is clearly visible on their happy faces. Almost every child immediately engages in activities, and they invite practitioners to join in their play with enthusiasm. The excitement and laughter reflect their clear enjoyment as they engage in the good range of activities and exciting experiences on offer. For example, they respond excitedly at story time, guessing which animal will come next and what sound it will make. Most children are very confident when making decisions and choices regarding their play and learning during a period of free play. They are happy to move from one activity to another entirely independently, and they are completely focussed on their tasks. Most children express their opinions and their personal preferences very successfully, for example, when offering input on their themes by writing and drawing pictures on mind maps. Almost every child is confident that their views will be listened to and respected. For example, children who say or show through physical gestures that they do not like the snack are offered another choice.

Almost every child behaves extremely well and is very polite, showing respect for their peers and the practitioners. They wait their turn successfully and without fuss. For example, while painting, one child says to the other, “dwi'n gwyllo am nawr a fi'n peintio nesa” (I'm watching for now, and I get to paint next). A strong feature of the setting is the way the children play together well. For example, while preparing supper in the mud kitchen, the children share specific tasks enthusiastically and imaginatively. Almost every child responds very positively to staff requests to tidy up or to come and sit on the mat.

Most of the children understand their feelings and express them intelligently. For example, one child described their feelings after playing in the outdoor area saying, “dwi'n drist achos dwi wedi cael ofn pan o ni'n styc ar y sleid” (I'm sad because I was afraid when I got stuck on the slide). The children celebrate the success of others especially well, and they praise and encourage their peers to do their very best, for example by saying “ti'n gallu neud e!”, “da iawn ti” and “bydd yn ofalus!” (you can do it, well done, be careful).

The children's independence skills are excellent as they engage in daily duties. A good example of this is the three helpers of the day who succeed in putting on their own aprons, cutting fruit and pouring drinks for their peers. In addition, the 'green helper' takes responsibility for disposing of food waste in an eco-friendly manner. The children put on their coats and wellies and take them off independently and fill paint pots without assistance. Almost every one of them exhibits a clear understanding of the importance of hygiene and how to keep healthy, for example through washing their hands thoroughly without prompting and engaging fully in physical activities.

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

During their time at the setting, most of the children, including children receiving additional support, make extremely good progress in their literacy and numeracy skills and their physical development.

Most children listen very attentively to the adults and to one another, and they express their feelings extremely well through gestures and language. The language skills of those children who are new to the Welsh language are developing exceptionally quickly and the majority of them respond at length to practitioners' questions. The few children who speak Welsh at home are very confident in using a wide range of vocabulary and they use a strong local dialect naturally in conversation together. For example, while working together in the mud kitchen one child said to the other, "ma' tato ffein 'da ni i swper heno, ond sa i'n lico carrots" (we have some lovely potatoes for supper tonight, but I don't like carrots). Almost every child enjoys stories and many of them delight in looking at books and turning the pages correctly. The most confident children respond very excitedly as they repeat a story, eagerly sharing the rabbit's feelings as it searched for a home. Many of them know their names and the names of the other children when they self-register, and most of them choose mark-making activities independently as part of their indoor and outdoor play. They exhibit masterful control when using a variety of media purposefully to create a mural of autumn leaves. Almost every child successfully writes their own name and enjoys doing so.

Most children have an excellent understanding of numbers and they confidently count objects up to 10 and consistently recite numbers up to 20 during registration time. Most of them match numbers with objects while correctly using mathematical tools and natural materials. They have a lot of fun matching numbered eggs and putting them in the correct places in the designated box and counting the real fruits and vegetables in the shop and paying for them with coins. Many of them name familiar two-dimensional shapes and use mathematical language correctly in relevant contexts, such as 'bach', 'canolig' and 'mawr' (small, medium, large) when sorting apples. Almost every child thoroughly enjoys joining in songs and rhymes about the days of the week and the months of the year.

Most children confidently use a range of information and communication technology (ICT) equipment. They are developing a practical understanding of the use of ICT through using a mobile phone to receive orders in the shop while engaging in role play activities, and taking photographs of activities using the tablet. Many children have a very good understanding of how to create pictures using the interactive white board, choosing the colour and size of the brush without a great deal of support.

Almost every child is developing a range of physical skills exceptionally well as they take part enthusiastically in daily indoor and outdoor physical activities. They use different equipment ably to develop their balancing skills, for example riding on balance bikes and steering them skilfully or stepping along the snake without falling. Their fine motor skills are developing well, and most children can mould, press and stretch playdough and use small tools independently.

Most children are developing their creative skills very successfully, for example when creating, cutting out and painting autumn leaves. Many of them are developing the ability to solve problems well, for example working out how to steer the toy from tree to tree to collect apples, or how to make the colour blue when there was none available.

Care and development: Excellent

Practitioners and children share a very lovely bond. Practitioners know the children very well and they respect their wishes and their likes. For example, they respond sensitively to a child who feels unsure in a crowd and to another child who chooses not to take part in a particular activity. Practitioners are fully aware of children's individual needs and they appreciate this. They ensure that children's privacy is always respected. All practitioners listen with interest to what the children say and they play alongside them in a sensitive and stimulating way. They enrich their play effectively by introducing more resources to expand their language and counting skills.

Practitioners manage interactions exceptionally well in line with the setting's behaviour policy. They take every opportunity to praise the children and thank them sincerely for their help with tasks such as tidying up and preparing the snack. They delight in the children's development. For example, after a child has finished painting they say, "wel da iawn ti, ma hwnna'n ffantastic!" (well done you, that's fantastic!), and after the helper of the day has collected the plates they say, "diolch yn fawr iawn i ti am helpu heddiw, ti wedi neud job da iawn" (thanks so much for your help today, you've done a very good job). Practitioners' gentle and calm approach has a very positive effect on the children's behaviour, which is especially good. Practitioners sit with the children at snack time and they model effective language by asking them open-ended questions.

Practitioners are fully aware of the children's individual needs. They plan for their next stages very thoroughly, review the children's progress consistently and update parents regularly. They plan interesting and extremely engaging activities based on their interests, for example making crisps and pressing the apples the children had collected from the orchard.

Practitioners work together diligently and very effectively to keep the children safe and healthy. One of the setting's strengths is the practitioners' understanding of safeguarding and their child protection procedures. As a result, the setting's arrangements for safeguarding children meet the requirements and are not a cause for concern.

Practitioners promote healthy lifestyles successfully. They make sure that children play outdoors daily whatever the weather and plan interesting activities and resources to promote the children's physical development, for example, an obstacle course. Practitioners adhere firmly to their policies promoting hygiene and they make sure that hand washing and disinfecting tables are an integral part of the service. For example, almost every practitioner has a current first aid qualification and they can treat minor injuries or incidents effectively. They also record incidents and accidents scrupulously. Fire drills are held regularly and the leader keeps a very organised record of these. There are robust systems in place to register the children and

practitioners every day in order to ensure the safety of everyone at the setting. Leaders ensure that they have the necessary details about the children to offer the best possible care.

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

Practitioners plan interesting, stimulating and exciting learning experiences across all learning areas. Consideration of children's interests is integral to the way practitioners plan together to provide excellent opportunities for the children to develop a range of skills in engaging contexts. An example of this is the rich experiences the children enjoyed when looking at the life of pirates. They got to dress up, travel on the local bus to the beach, walk the plank over the water, search for shells and count them and enjoy socialising. Practitioners also organise entertaining and interesting visits so that the children can learn more about the life and work of the people in their community. An extremely successful example of this was the visit to a flower shop which they undertook before setting up their own flower shop at the setting. One of the setting's obvious strengths is the consistent and purposeful use of the children's neighbourhood to foster pride in their Welshness and develop their knowledge and understanding of the world, for example by visiting the local castle and wildlife centre.

Practitioners consider children's different learning needs exceptionally well when planning activities. As a result, many of them are making good progress and a few are making excellent progress before leaving the setting. Practitioners use beneficial strategies to support children who are learning Welsh for the first time, and as a result the children's attitude to listening, understanding and developing confidence in their ability to express themselves in Welsh is excellent. In the same way, the few children who come from Welsh-speaking homes are challenged to the fullest extent as practitioners encourage the use of strong spoken language and rich local dialect and model these extremely effectively.

Practitioners ensure that the children have very effective opportunities to practise and embed their literacy, numeracy and ICT skills daily. All practitioners develop children's emotional skills extremely well and as a result the children are very willing to share their feelings. Children benefit from extremely rich learning opportunities indoors and outdoors, as well as opportunities for excellent unprompted interaction with one another and with adults. The setting plans effectively to develop the children's spiritual, moral and cultural understanding and to help them to learn about Welsh culture. Practitioners succeed in developing a sense of wonder in the children, for example when observing eggs hatching in the setting's hatchery.

One of the obvious strengths in terms of teaching is the way practitioners promote children's independence skills and their excellent social behaviour. As a result, they are developing the ability to work without direction and almost every child cooperates exceptionally well, willingly taking turns with peers. Practitioners and children have a supportive working relationship which develops the children's confidence and sense of self worth extremely effectively.

Every practitioner has very valuable knowledge and understanding of how young children learn best. They provide excellent opportunities for children to experiment,

and they facilitate creative learning through purposeful play. Practitioners have exceptionally high expectations of the children and they use questions skilfully to assess their understanding, and to successfully challenge and progress their learning.

The setting has robust procedures for observing and assessing children. Through regular observations, practitioners gain a thorough understanding of what children can do and what they need to develop. They make expert use of this information to plan for the children's next learning stages. Reports for parents outline what the children have accomplished, identify targets for improvement and note how parents can help at home.

Environment: Good

Leaders ensure that they provide a safe environment. During the sessions, practitioners ensure that the doors and external gate are closed and locked. They ask all visitors to sign the visitors' book. Leaders ensure that there is a robust system in place to ensure that children leave with a known parent or carer.

There are effective arrangements in place to ensure that equipment and resources are checked regularly. For example, electrical equipment and firefighting equipment are checked regularly and as required. Practitioners conduct effective daily checks of the indoor and outdoor areas in order to ensure that all equipment is clean and safe for the children.

The cylch is held in a free-standing portacabin on the school grounds. The environment is homely and welcoming, providing children with an opportunity to enjoy looking at their work. For example, there is a display of the children collecting milk and eggs from a nearby farm, and examples of self portraits. Leaders provide dedicated areas to promote children's play and learning, including a reading corner with books and equipment to correspond with the autumn theme. The quiet corner is in the entrance hall, and the cosy pod in the main room provides an opportunity for children to relax or be comforted if they are not feeling well. The outdoor space includes an enclosed garden, and the school field and yard which are used regularly to support learning.

The setting has a supply of resources suitable for the children's ages and stages of development. Furniture of different heights and sizes allows children to play and eat comfortably and to develop social skills. There are plenty of good quality toys and equipment available, which offer children entertaining variety and choice, and are intended to support their learning. Resources are kept in low storage facilities, at the children's level, but they are not kept in an obvious place. For example, children have to go behind the farm shop to find the additional resources. The play and learning areas include a number of natural resources, for example real fruits and vegetables in the farm shop and boiled eggs in the mathematics area. The outdoor space offers beneficial opportunities to promote children's independence, for example, the water tap is located at the children's level. Practitioners provide a wide range of resources to promote cultural awareness and help children learn about their world.

Leadership and management: Excellent

The leader has established, shared and delivered an extremely clear vision with everyone who is part of the setting's happy community. They have created a positive and extremely sustainable ethos so that children and practitioners feel valued and want to do their best. The leader leads by example, and they have developed an extremely effective team which provides an especially stimulating and exciting learning atmosphere in which the children can develop and flourish. They do this by setting very high expectations for everyone, supporting and challenging them to do their best. This has an excellent impact on children's standards and well-being as well as the provision, which is very successful.

Leaders have established very successful procedures to recognise the setting's strengths and identify any areas that need improvement. As a result, they have a very thorough and accurate awareness of the setting. The leader promotes and sustains improvements extremely successfully. A specific example of this is the extremely effective staff meetings which set aside dedicated time to reflect, recognise and take action on matters which need further development. The leadership's thoroughness is apparent in the monitoring and evaluation of these improvements which ensure that good practice is robustly embedded and has a very positive impact across the setting. These have led to recent improvements, such as introducing the basket of reading books every day before having fruit in order to foster a love of books and to give children a chance to settle down.

Leaders supervise extremely effective procedures for recruiting staff safely, and managing staff and resources. The inclusive management style successfully equips practitioners to undertake the responsibilities that have been delegated to them. This includes sharing responsibility for activities to develop literacy and numeracy skills. Leaders have established a very beneficial supervision and appraisal system as well as bespoke systems to support the well-being and professional development of staff. Practitioners undertake a very valuable range of training which has a positive influence on the provision as they use what they have learned from the training and associated resources. For example, they created rest pods following a course on creating friendly communication spaces.

Leaders use the funding wisely to support the work of setting priorities for improvement and effectively meeting the children's needs. They provide engaging, high quality resources which support children's well-being and holistic development extremely successfully. Other nursery groups take the opportunity to learn good practice by visiting the setting.

One of the setting's obvious strengths is the special relationship they have fostered with the parents. They communicate with them consistently and encourage ways that they can help their children develop. Parents are invited to visit the setting at the end of each half term to discuss their children's development and to observe them. The setting has established a very strong partnership with Ysgol Penparc which ensures that children can settle quickly after they start at the school. In addition, the setting has greatly benefited in terms of resources and experiences such as trips to the theatre with the school.

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:

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| 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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