



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

A report on

**Cylch Meithrin Y Groeslon
Village Hall
Groeslon
Caernarfon
LL54 2DG**

Date of inspection: May 2019

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Y Groeslon

Name of setting	Cylch Meithrin Y Groeslon
Category of care provided	Sessional Day Care
Registered person(s)	Angharad Williams, Sian Llewelyn-Parry, Awen Hughes
Responsible individual (if applicable)	
Person in charge	Angharad Williams
Number of places	24
Age range of children	2-4 years
Number of children funded for up to two terms	8
Number of children funded for up to five terms	0
Opening days / times	Monday to Friday from 8:55 a.m. to 12:55 p.m. during the school term
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 or may use the service, in terms of the Welsh language and its culture
Date of previous CIW inspection	12/07/2016
Date of previous Estyn inspection	12/05/2015
Dates of this inspection visit(s)	14/05/2019

Additional information

The setting is registered with Mudiad Meithrin and meets in the village hall at Groeslon. Almost every child who attends speaks Welsh as their first language.

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 Improve assessment procedures to track the progress of each child

R2 Ensure that there are regular opportunities available for children to develop their information technology and communication (ICT) skills.

What happens next

No follow-up is needed for the setting as the judgements for every theme are good. Leaders have the capacity to make the necessary improvements.

Main findings

Wellbeing: Good

Almost every child is happy and content, and copes well when separated from their parents. The majority of children make decisions and choose how they spend their time at the setting effectively. They move around the wide range of activities and play areas available for them freely. This enables children to follow their interests and to take part in structured activities in their own time successfully.

The majority of children express themselves, share ideas and answer simple questions confidently. They know that their opinions will be respected by practitioners. For example, children were eager to show birds and wildlife to staff, knowing that the staff would share their interest and appreciate what they had to say. The majority are familiar with the daily routine and they have a positive relationship with practitioners, which gives them a sense of security. Almost every child responds well to praise, which makes them eager to share their successes, for example by showing their art work to practitioners.

The majority of children have started to make friends. They interact well with their peers and enjoy playing and completing tasks with one another. For example, they work together successfully to draw around each other with a pencil on the large roll of paper. The majority of children are happy to share resources with their peers and learn important social skills well such as taking turns. For example, when playing in the sand pit, children are happy to share the buckets and spades and take turns to put sand on the sandcastle.

Almost every child enjoys their play and learning. They are focused and persevere well when undertaking tasks, and enjoy experimenting with different materials and equipment, for example, when chopping vegetables to make soup for the giant. Almost every child is inquisitive about the world around them and enjoys playing and using their imagination, for example by digging in the small stones and pretending to be builders.

Almost every child chooses activities independently and follows their interests effectively. The majority of children develop good independent skills, for example by filling pots with water and carrying them outside and by pouring their own paint. During snack time, almost every child seeks to do things for themselves, for example, washing their hands, pouring a drink and sorting fruit on their plates.

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

The majority of children make good progress in their skills from their starting points. Children from different abilities make good progress with their language and literacy, numeracy and physical and creative skills.

Almost every child makes good progress in their oral skills. The majority listen to practitioners and each other carefully during circle time and during activities in the different learning areas. They speak confidently in Welsh, in line with their age and ability, expressing their feeling and liking for different rhymes well by suggesting the songs they would like to sing.

Many children demonstrate effective early reading skills. They enjoy listening to stories and looking at books, turning pages in their books correctly and predicting the next steps in the story successfully. They enjoy listening to and discussing stories like 'Smot y Ci' with practitioners.

Many children use felt pens, crayons and chalk effectively in order to make early writing marks independently in different contexts. Many children have good control of their fine skills when holding drawing and writing equipment. They take regular opportunities in the different activities to record independently, which develops their confidence effectively. For example, they create marks on the flower shaped blackboards in the outdoor area.

Many children develop robust numeracy skills. They count objects up to five confidently, for example when counting seeds in the play area. Many of the more able children can count to ten and beyond with the support of practitioners. Many use vocabulary such as 'llawn' (full) and 'gwag' (empty) when discussing equipment to make soup in the mud kitchen and when playing with different containers in the water.

Many children are starting to use a range of information technology and communication (ICT) equipment with increasing confidence by using a tablet computer and electronic devices in tasks guided by adults and when playing independently. However, these skills have not been embedded firmly enough to date.

The majority of children develop good physical skills by using a wide range of resources like bikes and balance beams. They develop their creative skills very effectively, for example by making flowers out of clay and decorating them with different buttons. The majority use musical percussion instruments very maturely adapting the instrument's speed and pitch in line with the practitioner's instructions. For example, by playing loudly or quietly when singing 'Mr Hapus ydw i'.

The majority of children are developing their problem solving skills effectively. For example, the majority of children can place equipment such as a track for a wooden train carefully and adapt its direction as desired, placing different carriages on the track and explaining their plans.

Care and development: Good

Practitioners prioritise child safety and implement robust procedures to ensure that all children are both healthy and safe. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern. Practitioners have attended safeguarding children training, and are familiar with the procedures in place should they have any concerns about a child. They were also familiar with the correct procedures to follow if there were allegations against one of the practitioners or the registered person. The majority of practitioners have completed paediatric first aid training and log any accidents in the appropriate manner, ensuring that parents sign these records. Where it was not possible to obtain a parent's signature, for example, if a child was going straight from the setting to school, there was a record that the parents had been informed by a phone call.

Practitioners make good use of procedures to prevent the spread of infection. For example, they encourage children to wash their hands as needed and to follow suitable procedures when handling food. Practitioners promote healthy eating and physical activity successfully. They encourage children to eat fruit and ensure that they are given beneficial opportunities to develop their physical skills and spend time outdoors in the fresh air.

Each practitioner forms positive relationships with the children. They speak to the children tenderly and treat them with care and respect. They use effective strategies to promote positive behaviour, for example, by using a teddy to quieten children when the noise level rises. They use useful strategies to draw children's attention to other activities if they find it difficult sharing or taking turns and give a clear explanation when their behaviour is not acceptable.

The setting has purposeful arrangements for identifying and supporting children's individual needs, including children with additional learning needs. They work with external agencies successfully in order to ensure that these children receive the support they need. The setting has suitable procedures for keeping examples of children's work by creating a 'Llyfr Trysor' (Treasure Book) for every child to show their progress. However, practitioners do not track the progress of all children who attend the setting in order to identify any difficulties in a timely manner.

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 strengths is the way practitioners work together happily and effectively and model positive behaviour for the benefit of the children. They have a close and extremely supportive relationship. Practitioners are very aware of the importance of promoting children's confidence and self-image throughout every aspect of the provision's work.

Practitioners show effective understanding of the principles of the foundation phase. They plan a stimulating range of activities and facilitate learning by discussing and prompting thinking and discussion with children effectively. They know the children well and adapt the teaching according to the interests, ability and confidence level of every child. They focus on ensuring that children's self-image is promoted by experiencing success, whatever the activity. They promote independence amongst children successfully.

Practitioners plan effectively for developing children's skills throughout their activities. They speak to the children in a mature and enthusiastic manner, which promotes children's oral skills expertly. Practitioners provide regular and effective opportunities to develop early reading and writing skills during indoor and outdoor activities. They plan valuable opportunities to develop children's numeracy skills, for example by discussing, buying and selling different seeds in the 'garden centre' in the outdoor play area. However, practitioners do not ensure that there are enough purposeful opportunities to develop children's ICT skills across the learning areas.

Practitioners provide effective opportunities for children to develop their physical skills, for example by using a balance beam and using bikes skilfully and confidently. There are valuable opportunities to develop children's physical and creative skills, for example by encouraging children to perform a dance 'show' and sing to their friends.

Practitioners promote children's spiritual, moral, social and cultural awareness purposefully, for example by learning about the Diwali festival and creating a dragon when discussing the Chinese New Year. They promote Welshness and awareness of Wales' traditions successfully, for example through visits to the local community and by singing traditional Welsh nursery rhymes.

Practitioners have effective strategies for assessing children's progress. They have thorough information about children's progress and they adapt the next steps of their learning skilfully. For example, they encourage children to take the next steps in their learning by counting up to higher numbers in the outdoor area and praise them regularly for their efforts.

Environment: Good

Practitioners prioritise child safety and make sure that there are procedures in place to ensure that any potential risk is monitored and managed effectively. Detailed risk assessments outline potential risks and action taken to reduce or prevent any risk to children. When risks are identified, practitioners deal with these quickly and effectively.

The play areas are nice and comfortable with plenty of room for children to move about freely. Leaders ensure that children develop a sense of belonging by displaying examples of children's work on the walls. The main playroom is arranged into purposeful learning areas, with a variety of activities and resources to enrich children's experiences successfully. For example, books and resources support the theme of the term, which is 'Tyfu' (Growing). The outdoor play area has been developed to offer a variety of activities and purposeful opportunities for children to play and develop awareness of the world around them. For example, a mud kitchen, a play house which is changed to support the themes, trays full of soil and materials, a planting area and a construction area with stones, spades and a wheelbarrow.

Leaders ensure that there is a wide range of interesting and exciting resources and equipment available in the main playroom. These are of good quality and are stored at a lower level so that children can choose them independently without any adult intervention. Practitioners keep a detailed record of when the play areas, toys and resources are cleaned. This happens on a regular basis in order to ensure that resources are kept clean and in good condition. Leaders ensure that children are given good opportunities to learn about the world around them. Effective use is made of natural materials and resources in order to allow the children to experiment and discover, for example when planting flowers, when experimenting with vegetables and herbs, and when creating models using recycled materials. A range of resources are available to promote children's awareness of different cultures, such as books, dolls and posters.

Leadership and management: Good

Leaders share the same vision for creating a happy and homely provision for children. The leader and staff work together successfully in order to ensure that the setting's children develop to the best of their ability and develop into confident and well-rounded individuals. All practitioners are dedicated and work conscientiously in order to ensure a wide and rich range of experiences for children.

The setting's statement of purpose is a comprehensive document which provides an effective structure for its work and includes sufficient information about how the provision is run.

Leaders ensure that there is an effective range of practitioners with appropriate qualifications and a range of relevant experience for the work. They make effective use of their expertise for the benefit and development of children. Leaders have established effective arrangements for evaluating practitioners' performance and their improvement objectives are closely linked to the setting's improvement priorities as well as their individual development needs. Leaders ensure that practitioners' professional development needs are met effectively through a range of purposeful training which is shared by partners and specialist agencies, for example promoting positive behaviour training by Mudiad Meithrin.

Leaders have established robust arrangements for self-evaluation based on children's wellbeing and experiences. They collect the opinions of stakeholders such as parents regularly, and summarise their responses and share them with them. They use these procedures successfully to identify strengths and to prioritise aspects which need to be developed further. For example, following the quality of care inspection this year, the reading area has been moved so that it offers a quiet and comfortable area for children to relax and leaders have invested in physical literacy equipment.

Leaders have rigorous recruitment arrangements in place for practitioners. Each individual has a clear job description, and each role is undertaken conscientiously. Performance management arrangements in relation to practitioners are thorough. Practitioners are given valuable opportunities to reflect on their practice and set improvement targets, and there are formal arrangements in place to observe practitioners at work. This outlines the quality of the teaching and increases confidence amongst staff and identifies aspects which need to be developed further.

Leaders and practitioners collaborate successfully with an effective range of partners and agencies which provide support and training in various areas as required. All of the staff have established a very constructive and supportive relationship with parents through regular meetings with them and by creating a page for the parents on social media. Parents greatly appreciate the setting's work and feel that their children flourish in a happy and inclusive atmosphere.

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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