



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 Tonnau
Leisure Centre
Barmouth
Gwynedd
LL42 1NF**

Date of inspection: January 2019

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin y Tonnau

Name of setting	Cylch Meithrin y Tonnau
Category of care provided	Full Day Care
Registered person(s)	Lorna Harrod and Sian Gwen Evans
Responsible individual (if applicable)	
Person in charge	Lorna Harrod and Sian Gwen Evans
Number of places	28
Age range of children	2-4 years
Number of children funded for up to two terms	3
Number of children funded for up to five terms	0
Opening days / times	Monday to Friday from 9:15am to 3:15pm
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	Yes – 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	17/02/2017
Date of previous Estyn inspection	11/05/2015
Dates of this inspection visit(s)	29/01/2019
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)	No judgement provided
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 ongoing opportunities for children to repeat and reinforce new vocabulary and syntax
- R2 Provide a wider range of activities and resources in the creative area to encourage children to choose independently

What happens next

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

Main findings

Wellbeing: Good

Nearly all children happy and content, and cope well when separated from their parents. They are very familiar with the setting's daily routine and have formed positive relationships with practitioners, which gives them reassurance. Nearly all children respond well to praise, with many showing pride in their work and an eagerness to share their successes.

Most children choose confidently how they wish to spend their time at the setting. Nearly all have the confidence to express themselves, share ideas and answer simple questions and they know that their opinions are respected by practitioners. For example, children choose when they wish to complete the structured activities available.

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 and chat amongst each other with confidence when building a toy train track. During snack time and lunch time, children socialise well together and chat with their friends happily. Older children encourage others to come and play, for example, when putting on a show and deciding who will play each role.

The majority of children enjoy their play and learning. They are focused and show perseverance when undertaking tasks, and enjoy experimenting with different materials and equipment. For example, they experiment and try their hand at digging out small penguins from blocks of ice.

Nearly all children choose activities independently and follow their interests. For example, they experiment with an interactive tablet, going around the room taking pictures without any adult intervention. The majority of children develop good independent skills, with practitioners encouraging this during activities. An effective example of this is encouraging the children to change a dolly's clothes, taking care when handling her. During snack time, nearly all seek 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): No judgement provided

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

Practitioners prioritise child safety and implement effective measures to ensure that all children are both healthy and kept safe. They have attended safeguarding children training, and are familiar with the procedures in place should they have any concerns about a child. The majority of practitioners have completed paediatric first aid training and log any accidents in the appropriate manner, ensuring that parents sign these records to prove that they have been informed and are happy with any action taken.

Practitioners make good use of procedures to prevent the spread of infection. For example, they encourage children to wash their hands after using the toilet, follow suitable procedures for changing nappies and wear aprons when handling food and brushing teeth. Practitioners promote healthy eating and physical activity successfully. They encourage children to eat fruit and vegetables, and ensure that they are given opportunities to develop their physical skills and spend time outdoors in the fresh air.

Each practitioner has formed positive relationships with the children. They speak to the children tenderly and treat them with care and respect. Practitioners use effective strategies to promote positive behaviour. For example, they distract children with another activity if they find it difficult sharing or taking turns, and provide a clear explanation when their behaviour is not acceptable. Practitioners ensure that children are aware of the rules and what is expected of them. The setting's rules are displayed on the wall, and have been established in partnership with the children, using photographs of themselves. This ensures that the children follow the rules, as they have been consulted and have agreed to them.

The setting has purposeful arrangements for identifying and supporting the children's individual needs, including children with additional learning needs. Practitioners conduct useful language groups for those children lacking in confidence when speaking Welsh, and provide effective additional support for children with language difficulties. Practitioners record children's progress 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 have a lovely relationship with the children. They observe the children before intervening. Practitioners plan a wide range of exciting opportunities across the areas of learning which engage nearly all children successfully. They make effective use of the foundation phase framework and assessments to ensure progress and a continuation of skills. One of the strengths of the planning is the way in which practitioners use assessment outcomes to plan the next learning steps and to challenge children further.

Practitioners plan effectively to develop children's literacy, numeracy and information and communication technology (ICT) skills across the areas of learning. An effective example of this is the way they provide ongoing opportunities for children to access books and marking equipment in the learning areas. This is a positive way of developing the children's early reading and writing skills. On the whole, practitioners develop the children's Welsh language skills successfully. They make valuable use of Welsh language songs as part of the daily routine and introduce new vocabulary during activities. However, they do not always provide sufficient opportunities for the children to repeat new vocabulary and language patterns. This prevents the children from making the most effective progress in terms of grasping the language. The setting provides beneficial opportunities for children to learn about Wales and different traditions such as St Dwynwen's Day.

Good use is made of planning to develop problem solving skills, for example getting the children to attempt to dig out animals from a block of ice in the discovery area

using a variety of tools. There are valuable opportunities to develop children's physical and creative skills, for example when synchronising movements to music.

Practitioners have a strong sense of how and when to intervene in children's play. A particularly good aspect of the teaching is that practitioners play an active part in children's play, developing their personal and social skills adeptly. They ask astute questions, using a wide range of open-ended questions to assess children's understanding of different activities and encourage them to think and be independent. A very good example of this is encouraging the children to change a dolly's clothes carefully and independently.

There is good provision for developing children's moral, social, spiritual and cultural skills. For example, practitioners provide children with purposeful opportunities to observe and appreciate living things, and to grow vegetables and flowers in the garden. Through careful planning and intervention, they provide ongoing opportunities for children to play together successfully, sharing resources and working together effectively.

Environment: Good

Practitioners prioritise child safety and make sure that there are measures in place to ensure that any potential risk is monitored and controlled effectively. Detailed risk assessments outline potential risks and action taken to reduce or prevent any risk to children. For example, practitioners complete daily checks of the play areas, toys and resources and keep a log of any further action needed. When risks are identified, practitioners deal with these quickly and effectively.

The play areas are nice and comfortable, and spacious. Practitioners ensure that children develop a sense of belonging by displaying examples of children's work on the walls. For example, there is an art gallery in the corner of the playroom to display their work immediately after it is completed. The main playroom is arranged into purposeful learning areas, with a variety of activities and resources to broaden children's experiences. For example, books and resources support the theme of the term, which is 'winter'. The outdoor play area has been developed to offer a variety of activities and purposeful opportunities for children to play and develop their physical skills. New equipment has been purchased and set up here which engages the children effectively. However, there are limited resources and activities available in the creative area to allow children to pick and choose between the activities independently.

Practitioners ensure that there is a wide range of interesting and exciting resources available in the main playroom. These are of good quality and are stored at a lower level so that children can access 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 and experimenting with ice. A wide range of valuable resources are available to promote children's awareness of different cultures, such as books, dressing-up clothes, dolls and posters.

Leadership and management: Good

The setting is managed well by committed leaders. They ensure that things run smoothly from day to day, and that every practitioner understands their role clearly. For example, leaders ensure that practitioners are given the opportunity to undertake joint planning and suggest areas for improvement in staff meetings. This motivates practitioners and develops their self-worth. The registered person has a clear vision based on providing high quality care and stimulating learning experiences for children. They share this vision successfully with practitioners, parents and the wider community. Leaders have high expectations of practitioners and convey this successfully in regular meetings. For example, leaders remind practitioners of the need to model the Welsh language amongst the children and when speaking with other staff members at the setting. This has a positive impact on children's understanding and use of the Welsh language. Leaders ensure that practitioners are given worthwhile opportunities in these meetings to share ideas and undertake joint planning.

Leaders have rigorous recruitment arrangements in place for practitioners. Each individual has a clear job description, and they undertake their roles conscientiously. Performance management arrangements in relation to practitioners are thorough. Practitioners are given valuable opportunities to reflect on their practice and set improvement targets, although the setting does not have formal arrangements in place to observe practitioners at work. Leaders make effective use of procedures to ensure that practitioners are given beneficial opportunities to undertake purposeful training to improve their skills. For example, practitioners have received sign language training which has a positive impact on developing the communication skills of those children with speech and language difficulties.

Procedures for self-appraisals and improvement planning are both simple and effective. Purposeful use is made of procedures such as auditing learning areas, staff meetings, parent surveys and advice provided by the advisory teacher and Mudiad Meithrin as part of the process. As a result, they have a strong understanding of the setting's strengths and areas for development, in terms of children's care and education. There is a record of continuous improvement at the setting, for example by improving the outdoor area and developing practitioners' contribution towards observing and using child observations.

Leaders and practitioners have a strong relationship with parents and seek to reinforce that relationship on a regular basis. Leaders communicate with parents constantly via social media and letters. They provide parents with valuable information on their children's progress through open evenings and 'treasure books'. A close relationship has been forged with the school which helps with the smooth transition of the children there.

The management committee is very supportive of the setting and actively engages in fund raising activities to continue to enhance provision for the children. They meet regularly and have a robust understanding of the setting's strengths and areas for improvement.

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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