



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

A report on

**Cylch Meithrin Ynys Y Plant Felinfach
Ysgol Gynradd Felinfach
Felinfach
Lampeter
Ceredigion
SA48 8AE**

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 Ynys y Plant Felinfach

Name of setting	Cylch Meithrin Ynys y Plant, Felinfach
Category of care provided	Sessional
Registered person(s)	Dwynwen Llywelyn
Responsible individual (if applicable)	
Person in charge	Heulwen Jones
Number of places	12
Age range of children	2 to 4 years old
Number of children funded for up to two terms	14
Number of children funded for up to five terms	0
Opening days / times	Monday to Friday 09:00 – 11:30 and 12:45 – 15:15
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	No
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, or who may use the service, in terms of the Welsh language and culture.
Date of previous CIW inspection	13/10/2016
Date of previous Estyn inspection	19/11/2013
Dates of this inspection visit(s)	09/10/2019
Additional information	

Summary

Theme	Judgement
Wellbeing	Excellent
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Excellent
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)	Excellent
Environment	Good
Leadership and management	Good

Non-compliance

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

Recommendations

R1 Strengthen self-evaluation processes so that they identify areas for improvement accurately

What happens next

The setting will produce an action plan to show how it will address the recommendations.

Main findings

Wellbeing: Excellent

Children have a very strong voice and make intelligent decisions. As a result, most make very effective decisions and choices about their activities, for example when choosing and mixing their own paint. Most express an opinion very well and contribute creative ideas to activities by discussion, and the leader notes these on a mind map. Many show excitement and enjoyment when discussing rugby confidently. As they come in to the setting, a majority of children discuss their feelings intelligently and explain why they feel happy, angry, excited or sad.

Most children are eager when they arrive at the setting and cope very well when separating from their parents or carers. They are very familiar with the daily routine and nearly all children know that play time follows circle time. Nearly all children take pride in their achievements and concentrate exceptionally well for extended periods. Children develop a fondness for practitioners, who know them well and provide them with consistent and continuous care, which nurtures their confidence and self-respect.

Most children form friendships with others and play exceptionally well together. Most children are polite and use exceptional manners during snack time and throughout the session. They share equipment ungrudgingly, work together and take turns appropriately. For example, they play excellently together outside when taking turns to throw a ball into a hole and applaud when others are successful.

Nearly all children are enthusiastic, happy and learn new skills as they experience an excellent range of play opportunities, such as learning where different countries are on a map. Children are active and curious learners when handling and experimenting with natural materials on the autumn table and the natural table outdoors. This contributes well towards their understanding of the natural world around them; for example, they know that squirrels steal bird food.

Nearly all children are becoming increasingly independent and their problem-solving skills are developing very well. For example, the 'helpwr heddiw' (helper of the day) is responsible for ensuring that the number of cups and bowls matches the number of children who are having a snack. Children wash their hands and go to the toilet independently, and learn how to use scissors and put on their coats without fuss. They learn to respect their environment by recycling materials.

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

During their time at the setting, most children make strong progress from their starting points. They develop literacy, numeracy and information and communication technology (ICT) skills of a high standard and use them confidently across all areas of learning.

Nearly all children listen attentively and respectfully to each other and adults during sessions and group activities. Many speak clearly and use full sentences and rich

vocabulary. They discuss issues confidently in front of their peers and respond to each other maturely, for example when discussing a sudden rain shower and the possibility of a storm that could bring thunder and lightning. Nearly all children enjoy listening to adults reading a story. They guess the next step in the story sensibly and recall previous stories and discussions enthusiastically. Many know how to hold a book correctly and enjoy choosing books voluntarily in order to discuss facts or re-tell stories with adults or their peers. Most are beginning to use various mark-making equipment independently. Many are beginning to realise that writing is a means of communicating, for example when writing a list in the cafe in the role-play area. Around half of the children are beginning to write their names clearly and independently. Nearly all children create zigzags, wavy lines and spirals successfully. This strengthens their grip and control of writing implements and develops very robust early marking skills.

Most children have a strong understanding of number and count objects to 10 confidently. Around half are able to count to 20 successfully on a number line, for example when identifying how many hours it takes to fly to different countries. A majority have a good awareness of 2D shapes and recognise and name a square, circle, rectangle and oblong correctly when discussing the rugby world cup theme. They use comparative language when discussing small, medium-sized and large teddies, and choose objects such as balls for the teddies based on this. They choose, sort and group objects in the nature area and repeat patterns successfully.

Most children use technological equipment purposefully and independently. They choose to play with a sound cube to find the names of unfamiliar shapes, and use sound pegs to listen to familiar songs when listening to a story about a rugby match. Most are beginning to control a programmable toy independently. They are confident when using digital cameras independently to record their activities.

Nearly all children develop strong physical skills. They take part enthusiastically in everyday physical activities, such as running around obstacles on the playground or throwing balls at targets. They listen attentively to instructions and respond correctly. They use a variety of equipment skilfully in order to develop their balancing skills. Many children develop their creative skills successfully by mixing paint to create a new colour in order to paint autumnal pictures, or use seaside objects such as sand, seaweed and pebbles to make an attractive collage.

Many children develop the ability to think and solve problems successfully through activities such as carrying water from one place to another by filling and emptying containers of different sizes. This has strengthened the children's ability to pour drinks for each other carefully during snack time.

Care and development: Good

Practitioners give a very high priority to children's health and safety. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. All practitioners have attended relevant and up-to-date safeguarding training. They are very familiar with the setting's procedures and most have attended training on first aid and health and safety. Practitioners follow very good procedures for recording accidents or injuries. However, some aspects of the risk assessments need to be strengthened in order to reduce the possibility of harm to children.

The setting provides excellent opportunities for children to live healthily, and practitioners reinforce the importance of oral health by encouraging children to brush their teeth on a daily basis. They provide a wide variety of fruit for the children at snack time in order to reinforce children's awareness further. Practitioners plan and ensure that children take part in physical activities on a daily basis, for example by using the school playground or the local play area.

Practitioners use robust and positive behaviour management strategies and reward children with praise often and sometimes with stickers. They speak to the children kindly and gently, and this leads to a positive and relaxed atmosphere. Practitioners praise the children regularly and reinforce their self-confidence by giving them simple responsibilities, such as collecting equipment after playing outdoors and putting it away in the correct place.

There are robust systems in place to support children with additional needs, and the setting works very closely with parents and key agencies, such as speech therapists and health visitors. Parents are given comprehensive information about their children's progress.

Practitioners know the children and their families very well and have a clear understanding of their needs, abilities and individual preferences. They provide a caring environment and put the children's needs first. For example, practitioners ensure that children are given additional time to complete tasks, when necessary. Practitioners set and monitor individual targets in order to promote each child's development. They promote equality and diversity and ensure that all children have equal access to resources and activities. They provide appropriate opportunities for children to learn about different cultures, for example to learn about the Haka. Parents see frequent development in their children, particularly in the standard of their spoken language.

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

Practitioners provide a wide and exciting range of interesting learning experiences that engage nearly all children's interest successfully. They give due attention to children's ideas and plan activities that reflect their interest and build on their previous knowledge. Activities such as learning about the countries that are competing in the Rugby World Cup, or about castles, flags and heroes by learning about Owain Glyndŵr, ignite children's imagination and curiosity across the six areas of learning. A strong feature of provision is the effective and regular use of the local community to support learning, by visiting places of interest and inviting visitors to share experiences with the children. They reinforce the children's awareness of their local area successfully. For example, children often call at the local shop to buy resources, such as ingredients for cooking. Regular visits to local gardens raise children's awareness of the life cycle of plants as they take note of the flowers during every visit. A piglet's visits to the setting reinforced the children's appreciation of nature further and promoted their understanding of mathematical language as they measured it each time. Practitioners ensure rich experiences for children to develop their spiritual, moral, social and cultural skills. They do so through activities such as studying different countries and their traditions, visits from the local vicar and trips to the church. They also ensure that children take action by providing a salad stall

during the local running club's races and sending gifts to less fortunate children in Romania.

Both practitioners record and discuss children's outcomes regularly in order to plan purposeful activities to ensure that children's needs are met effectively. They keep detailed and rigorous records that identify each individual's progress carefully. They ensure that children develop their literacy, numeracy and ICT skills capably through activities that challenge them effectively. Practitioners plan excellent opportunities for children to develop as confident, independent learners. Their understanding of all children's abilities enables them to ensure that all individuals are pushed continuously. They plan continuous activities that enable children to practise their skills and make decisions about their own learning. For example, art, cooking and role-play activities encourage children to make choices in order to develop creative skills without the fear of making mistakes. This means that most children are able to work independently, confidently and tidy up after themselves without fuss. Children's physical skills are nurtured well through resources for fine and gross motor skills; for example, they are given extensive opportunities to play with dough and to pick and discuss acorns, conkers and pegs and the like. Practitioners plan plenty of opportunities for children to play with large equipment such as balls, bicycles and cars. Regular exercise sessions help them to develop their physical skills well. Practitioners have very high expectations of every child. They have a wonderful relationship with the children as they encourage and push them regularly. They understand their needs well, which means that they only intervene when necessary and let the children discover for themselves. They model spoken language, reinforce language patterns and provide new vocabulary masterfully throughout the sessions. Practitioners question children skilfully in order to expand their understanding and develop their thinking skills successfully. The setting promotes Welshness and the Cwricwlwm Cymreig successfully through activities and special events, such as celebrating Owain Glyndŵr day, St David's Day and by learning traditional songs successfully.

Environment: Good

The environment is extremely safe and clean and, as a result, promotes children's safety and wellbeing. Doors are locked and the outdoor area is enclosed. Practitioners have robust arrangements for admitting visitors to the building and follow effective safety procedures when they arrive at and leave the site. They ensure that risk assessments and safety checks of fire extinguishers, the fire alarm and electrical equipment are up-to-date.

Children receive care in a very suitable building that has been set up to promote their independence and encourage them to learn and develop. The setting is welcoming with notice boards for parents and a great deal of the children's work displayed attractively. Good use is made of the environment as stimulating play areas have been created, including books, role-play and others. There is a good variety of resources in all areas, all of which are within the children's reach. The environment is appealing and interesting, and there are numerous displays of posters and the children's craft work, a number of which are within the children's reach. The environment is inclusive and all children have equal access to all resources and various activities. Children are able to go to the toilet and use the hand basin independently, and there are plenty of places to store equipment.

Practitioners make excellent use of the space that is available and plan excellent opportunities for children to play and learn. For example, children benefit from a variety of activities in the indoor area. Furniture is suitable for the age of the children and enables them to complete their activities with ease. Practitioners promote children's writing skills in the marking area, the sand pit and when using a shopping list in the home corner effectively. Resources are accessible to the children and stored in low-level boxes with labels and pictures to enable the children to make choices about their play. There is a wide range of toys and equipment to promote cultural awareness, including books and dolls, and a wide variety of equipment to promote their Welsh heritage. There is a good selection of resources for children to develop their ICT skills, including sound resources.

Leadership and management: Good

The leader has a clear vision that is based on preparing children to become independent and learn to the best of their ability in a stimulating, safe and engaging environment. This is realised by ensuring that children feel at home in their surroundings, know their local area and are aware of other countries and people throughout the world. She conveys this effectively to practitioners, parents and the wider community and leads by example by setting high expectations for everyone. As a result, the leader ensures high standards among the children and provides valuable experiences for them every day.

The leader has begun to share responsibilities for the new practitioner, who acts on these conscientiously. There are appropriate processes in place to ensure that everyone understands their roles and responsibilities, and makes a valuable contribution towards achieving the setting's strategic aims and objectives. The leader organises beneficial training for practitioners, which is relevant to their work, through suitable courses. This contributes well towards practitioners' professional development, in addition to improving the quality of provision and children's achievement and wellbeing. For example, the new member has already received training on teaching sensory mathematics and has started to implement the weekly plan successfully.

The leader knows the setting very well. She has sound and rigorous knowledge of children's standards and assesses the effectiveness of provision continuously with another member of staff, and occasionally with members of the committee. The leader uses reports and advice from the local authority's advisory teacher effectively, which adds to her ability to identify the setting's strengths and areas for development. She uses the development plan effectively to improve on the priorities that have been identified, for example to develop the children's understanding of shape, colour and size through sensory mathematics methods. However, not all priorities follow clearly from the findings of the self-evaluation process at all times, and actions are not always clear enough. There are suitable arrangements in place to ensure supervision of practitioners and their annual evaluation. The process of observing practitioners at work identifies strengths and areas for improvement in teaching, and has led to beneficial changes.

The setting has valuable partnerships that have a positive effect on provision and children's standards. The leader and practitioners work effectively with parents by sharing information about important events, asking them to help children with the

theme and report on their children's development regularly. The setting has a very valuable relationship with the local community and often visits places that are well-known to the children. It has a beneficial relationship with the local school and shares resources, such as exercise equipment, when necessary. The leader organises close links between the children and the four schools in order to ensure that they transfer smoothly to the next step in 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 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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