



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

A report on

**Meithrinfa Cae'r Ffair Ltd
2 Church Street
Gorslas
Llanelli
SA14 7NF**

Date of inspection: November 2019

by

Care Inspectorate Wales (CIW)

and

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

About Meithrinfa Cae'r Ffair Ltd

| | |
|--|---|
| Name of setting | Meithrinfa Cae'r Ffair Limited |
| Category of care provided | Full day care |
| Registered person(s) | Meithrinfa Cae'r Ffair Limited |
| Responsible individual (if applicable) | Sharon James |
| Person in charge | Sharon James |
| Number of places | 39 |
| Age range of children | 0 to 11 years |
| Number of children funded for up to two terms | 12 |
| Number of children funded for up to five terms | 12 |
| Opening days / times | 8.00 – 6.00 from Monday to Friday |
| 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 “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 | 23/02/2016 |
| Date of previous Estyn inspection | 23/02/2016 |
| Dates of this inspection visit(s) | 12/11/2019 |

Additional information

Welsh is the first language of most children at the setting. A few children with additional learning needs attend the setting.

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

Non-compliance

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

Recommendations

R1 Continue to disseminate the excellent practice that was seen across all aspects of the setting's work.

What happens next

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

Main findings

Wellbeing: Excellent

Nearly all children are extremely happy and feel very confident in their play and learning environment. They are extremely enthusiastic and delight in the wide range of activities that are provided, and interact excellently with practitioners and their peers. Nearly all children show an excellent level of perseverance during their activities.

Nearly all children settle very quickly and feel extremely safe in their environment. Most show exceptional signs of affection and fondness towards their key workers as they show pride in their work and also at times when they are tired. Most children develop very positive relationships with other children. They go straight to sit beside them and talk and laugh happily, and turn to embrace their peers during story time.

Nearly all children move excitedly from one activity to the next and choose activities that stimulate them, for example as they search for different-sized snakes in the jelly. Most children contribute ideas about what they would like to do very enthusiastically and express their views very maturely, for example by using their thumbs to show how they feel about different activities.

Nearly all children listen to stories for increasing periods and answer questions very enthusiastically when discussing colours and animals in the 'Mr Croc' stories. They interact very effectively when receiving instructions, and complete challenges that are set for them with confidence and enthusiasm. Nearly all children interact with each other excellently while taking turns. They share resources independently by working as a team to create a highly effective and imaginative structure. Nearly all children help their friends in developing communication skills and teamwork successfully. A good example of this is the way in which they work together masterfully to put crates and pipes together independently in order for a ball to flow down to a pot below. When celebrating success, nearly all children take great pride in receiving praise from practitioners and their friends. Most children encourage and support each other naturally and sincerely, for example when modelling for other children how to cut toast in half, "Look, this is how you do it!"

Nearly all children develop independent skills highly effectively. They choose which activities to complete and respond to challenges, for example when creating a list of foods on small whiteboards in the kitchen. Most children in the infants unit choose books independently and approach a practitioner to ask to listen to a story. They undertake 'helpwr heddiw' (helper of the day) tasks independently and make suggestions to their peers about the different healthy foods that are available. Most show exceptional maturity when taking responsibility for organising activities and tidying equipment and putting it away. They are extremely polite towards each other and very patient. Nearly all children develop extremely robust physical skills, for example when climbing a purposeful climbing wall and showing excellent balancing skills. Nearly all children dress and undress themselves confidently when going to the toilet and ensure that they wash their hands with soap and dry them completely independently.

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

Nearly all children make strong or very strong progress in their skills at the setting from their starting points.

Nearly all children make very good progress in their speaking and listening skills. Most use the Welsh language completely naturally with their friends during activities, and use the language with a high level of accuracy with adults; for example, when describing a snake, 'mae'r neidr yn hir ac yn wyrdd' (the snake is long and green) or 'un ddu yw hon' (this one is black). Most children listen very maturely and consider before responding to a question or offering an opinion, for example when discussing the length and colours of different snakes as part of their theme work.

Nearly all children's early reading skills are developing very well. They show genuine pleasure in books and different texts that are displayed around the setting. They go to books voluntarily, understand where the text begins and in which direction to turn the pages. Nearly all children discuss stories confidently and express an opinion about the characters and the pace of the story. They discuss books casually and choose to go to them during free time.

Nearly all children make marks confidently by using different equipment, both indoors and outdoors, for example by drawing their names on material with a paint brush and mud. Many form letters skilfully and are proud of their own progress, for example when forming letters on autumn leaves. Nearly all recognise an increasing number of letters and recognise their own names. Many are developing very good skills as early writers and show a sound awareness of the purpose of writing, for example when creating a mind map to discuss their work about the duck, and the ducklings hatching from the eggs.

Nearly all children discuss numbers up to 10 correctly, and many count up to 20 successfully. Most use their numeracy skills highly effectively and apply them extremely successfully in different contexts, for example when counting chestnuts and creating repeating patterns by using different two-dimensional shapes. Most show a sound awareness of symmetry and the features of familiar shapes, for example when creating colourful patterns with autumn leaves.

Nearly all children have very sound information and communication technology (ICT) skills to support their work. They use a digital camera skilfully to take pictures of their work in order to evaluate it in due course, and record their feelings and questions by using simple recording equipment.

Most children have very advanced fine motor skills. They use scissors correctly and safely when cutting paper for their work. They have good strength and balance when using large play equipment outdoors. For example, they climb the climbing wall confidently and carefully, and slide down the slide skilfully and with great joy. Nearly all pupils have very good creative skills. They create pictures and models very effectively. They have a good awareness of pitch and rhythm when singing traditional Welsh nursery rhymes, which supports their vocabulary highly effectively.

Care and development: Excellent

There is a very close relationship between practitioners and children. They know the children exceptionally well and respect their wishes and preferences. For example, they respond sensitively to children who choose not to participate in specific tasks by allowing them to choose their own tasks. Practitioners plan very successfully for individual children's needs. They allow children to make their own choices and encourage them to try their best by investigating. They communicate highly effectively at the child's level and encourage children to guide play, before intervening with purposeful questions to develop their understanding further. Nearly all practitioners praise children by celebrating their efforts enthusiastically and sincerely by saying 'Wow, that's fantastic', and giving them a high five when they draw a picture of a zebra for the first time.

Practitioners provide children with exceptionally thorough support in order to ensure that they develop an understanding of their emotions. They use circle time and story time highly successfully in order to discuss feelings, for example when discussing how the animals in the story feel and how their friends can help them feel better. Practitioners plan a wide range of valuable activities and experiences to ensure that all children develop into well-rounded individuals. They also provide excellent opportunities that develop children's independent skills successfully. Practitioners are completely consistent and fair when managing behaviour and model positive behaviours very successfully.

Practitioners work extremely closely with parents and carers to meet children's needs highly successfully by responding positively to their medical, emotional, social and developmental needs. They report back effectively on children's activity, progress, requirements and needs in a detailed daily log for parents. As a result, nearly all children develop as skilful, well-rounded individuals.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Nearly all practitioners have a very sound understanding of child protection procedures and are completely aware of their responsibilities.

Practitioners follow very rigorous procedures and use their knowledge from relevant training successfully to ensure children's health and safety. They promote eating and drinking healthily successfully by providing healthy snacks and a full range of nutritious lunches. They implement thorough cleaning and risk assessment systems, and complete effective daily checks to identify and eliminate any risk. Practitioners keep a detailed record of all incidents and accidents, and ensure that they are signed by parents and practitioners.

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 rich range of learning experiences that meet nearly all children's needs very successfully. They plan extensive activities that challenge children of different abilities to develop their skills to the best of their ability, for example when counting the number of blocks that were placed on a thread as part of an activity to create a colourful snake. Practitioners have developed a planning system that is easy to use and provides a highly effective structure for evaluating

children's progress over time. It provides a very clear outline of the different experiences that are provided for children in literacy, numeracy and information and communication technology. As a result, nearly all children make good or very good progress in their skills and develop an excellent level of independence.

Excellent learning experiences encourage children to be polite and respect each other very successfully. As a result, nearly all children are tolerant towards anyone who needs support during activities. Practitioners plan exciting open-ended tasks, which encourage children to think for themselves, for example when freezing different autumn objects and thawing them in order to see them emerge from the ice. As a result, nearly all children work together very maturely, listen to each other and respect other children's ideas.

Staff plan excellent opportunities for children to appreciate diversity in terms of race, belief and age, for example as children develop a close relationship with residents from a nearby old people's home. Visitors and visits are used very effectively to promote children's curiosity. For example, staff invite visitors to bring their animals in order for children to see them first hand. They also organise visits to local shops in order to understand what equipment is available to care for familiar pets. These experiences enrich children's learning very successfully.

Managers and practitioners implement the principles of the foundation phase excellently. There is an excellent balance between activities that are led by an adult and open-ended activities in which children make decisions for themselves. As a result, nearly all children show exceptional maturity and a particularly high level of perseverance.

All practitioners question children very skilfully and give them time to think before questioning them further. Practitioners are highly effective and consistent language models and, as a result, nearly all children use the Welsh language confidently and naturally during their activities. They play alongside the children and let them take a leading role in the task. Practitioners are highly skilful at deciding when to intervene in learning and when to allow children to work independently and develop their own ideas. This flexibility is an excellent feature and is used very effectively as practitioners assess children's progress over time and plan the next steps in their learning.

Where a child's skills are more advanced than expected, this information is used skilfully by staff to promote and encourage further learning, for example by encouraging the use of larger numbers or using more challenging language when describing different animals that they have studied. Similarly, practitioners help and support children who have less developed skills in different areas highly successfully. They adapt their support highly sensitively and skilfully in order to raise the individual's confidence.

Environment: Excellent

Leaders ensure a rich and safe environment of an exceptionally high standard, which stimulates children's play and learning highly successfully. The numerous displays are attractive to the children and provide wonderful opportunities for them to touch and feel jungle animals. Learning and play areas across the setting ignite children's

imagination exceptionally well and enable them to take positive risks. These areas provide excellent opportunities for children to develop problem-solving skills, in addition to language, mathematics and fine motor skills, for example infants find shapes and numbers in the jelly. The outdoor areas are extremely interesting and provide a rich selection of activities that develop physical and multi-sensory skills very effectively, for example when searching for shapes in the sawdust pit and experimenting in the autumn objects area.

Leaders provide a wide range of investigation resources, such as magnifying glasses, natural objects and autumn vocabulary, which extend children's learning experiences and opportunities very successfully. The setting has extremely colourful and interactive displays, which celebrate children's work successfully. There are very effective labels and pictures, and resources are kept at child level in all areas purposefully and ignite children's imagination successfully. Continuous provision to enrich play and learning in the indoor areas is particularly effective.

The environment promotes social development, particularly because children are able to come together during mealtimes to sit together on furniture that is suitable for their age. Leaders ensure that children's privacy is respected successfully during nappy changes and when going to the toilet. There is also good provision for nap and rest times in all areas of the nursery.

The setting's resources provide particularly successful opportunities for children to develop an understanding of the needs of people in the wider community. For example, children develop an awareness of the challenges that many people in society face by handling role-play equipment, such as a wheelchair and a walking frame. Practitioners make excellent use of personal and moral stories that promote children's awareness of other people's feelings, for example by listening to stories about kindness and friendship. An excellent range of resources is provided, which promotes children's understanding of the world around them very successfully. For example, practitioners encourage children to think and compare Welsh traditions with those of other cultures and religions, such as Diwali.

Leadership and management: Excellent

The setting has a striking and extremely homely ethos, which is promoted highly effectively throughout all aspects of the nursery's life and work. The leader has a wholly clear vision for provision of the highest standard, in which children thrive in a happy and familial environment. She shares this vision highly effectively with practitioners and parents. She is an inspirational leader and has very high expectations of herself and her staff. She implements the principle that 'there is always room for improvement' in all aspects of the setting's life and work. She supports her staff excellently and includes them in the continuous process of developing provision further. Practitioners understand their roles in full and make an excellent contribution towards developing children's confidence and wellbeing. They work together excellently as a team, and leaders make the best use of their different skills in order to develop provision continuously. Parents think highly of all staff and appreciate the individual and specialised care that is provided for their children.

The mission statement is a comprehensive document that outlines the service that is provided highly effectively. The leader leads by example and scrutinises the

performance of all of her staff in all aspects of their work. Parents and staff contribute regularly to the setting's evaluation procedures. They receive purposeful questionnaires regularly and are confident that the leader and the team listen to their views. This is reinforced successfully by the open-door policy and opportunities that are available for parents to share feedback informally. Leaders and the team scrutinise their working methods continuously and make purposeful adjustments. For example, following discussions with the local authority link teacher, they have restructured their planning methods in order to ensure that they can be implemented more flexibly. The leader and practitioners have created a highly successful culture of evaluation and continuous improvement.

The whole team is completely aware of the current priorities for improvement and understands its role in achieving them, for example by scrutinising children's understanding of two and three-dimensional shapes and their understanding of them in different contexts across the provision.

The leader manages and supports staff excellently. She implements a performance management and evaluation procedure consistently and fairly, and responds highly effectively to staff's training needs. There are numerous opportunities for practitioners to attend beneficial training, which has a highly positive effect on their work. For example, a number of staff have followed 'child's voice' training in order to nurture children's independence.

There is an excellent supply of resources available at the nursery, and they are organised and managed very successfully in order to encourage children's development. Leaders and practitioners work very successfully with a large number of partners in order to promote children's wellbeing and skills development. They make highly effective use of resources in the local area and further afield in order to enrich learning experiences. Practitioners arrange for experts and lay people to visit the setting regularly in order to bring children's learning experiences to life, for example by organising visits by a cat in order to scrutinise its shape and movements when they were learning about a tiger.

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).

© Crown Copyright 2020: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 17/01/2020