



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

A report on

**Cylch Meithrin Glantwymyn
Canolfan Glantwymyn
Glantwymyn
Machynlleth
Powys
SY20 8LX**

Date of inspection: December 2019

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Glantwymyn

Name of setting	Cylch Meithrin Glantwymyn
Category of care provided	Full day care
Registered person(s)	Nerys Fychan and Sioned Roberts
Responsible individual (if applicable)	
Person in charge	Sioned Roberts
Number of places	16
Age range of children	2 to 4 years old
Number of children funded for up to two terms	12
Number of children funded for up to five terms	0
Opening days / times	9.00am to 3.00pm
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	17/01/2017
Date of previous Estyn inspection	08/10/2014
Dates of this inspection visit(s)	11/12/2019

Additional information

Many children come from Welsh-speaking homes.

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 Time plenary sessions better to hold every child's interest

R2 Improve opportunities for children to plant and grow their own produce

What happens next

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

Main findings

Wellbeing: Good

Nearly all children arrive at the setting enthusiastically and separate from their parents and carers without fuss. They are very familiar with the daily routine and comply well with procedures, such as knowing that they have a personal peg for their coats and bags. Children have fun as they respond enthusiastically to the influence and prompts of practitioners, and this is an integral part of the setting's close-knit ethos. As a result, children's positive attitudes ensure that most children take a great interest in their learning.

Most children express their views well and provide ideas for themes and learning activities intelligently, by contributing to mind maps. For example, they provide ambitious ideas, such as travelling by bus to the shops in Machynlleth, which are implemented effectively by practitioners. Most decide purposefully which equipment to use in the play areas. As a result, they show excitement and good independence when discussing the story of the Nativity and baby Jesus' gifts from the three wise men. They also convey their ideas intelligently during circle time and explain purposefully why they are happy or sad.

Most children are friendly and work together successfully. For example, they sell goods at the till in the post office confidently and help each other happily when wrapping presents in Santa's grotto. They show concern if someone feels sad and are patient with each other when building a reindeer shed. Most are polite and use manners regularly during snack time. They also feel that they succeed when completing challenging activities, such as pouring lemon juice into a cup after using a presser.

Nearly all children enjoy their play and learning. They concentrate and persevere well when undertaking tasks, and enjoy experimenting with different equipment and materials. A good example of this is decorating cones with icing to create Christmas trees. Most children are curious about the world around them, and enjoy playing with natural materials and using their imagination effectively. For example, they search for shells, pinecones, twigs and Christmas decorations in the 'loose parts area', and wear Christmas clothes while role-playing.

Most children enjoy singing traditional songs and nursery rhymes, and understand well that they are conveying a message by making purposeful gestures. They support their literacy and numeracy skills effectively by playing board games and when cutting carrots and sprouts carefully with scissors. Nearly all learn how to use other equipment efficiently in social situations. For example, they play intelligently in the mud kitchen and undertake 'helper of the day' duties willingly. They also wash their hands purposefully, go to the toilet independently and strive to put on their own coats without support, before choosing to go to the outdoor area.

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

Most children make effective progress from their starting points in their literacy, numeracy, and information and communication technology (ICT) skills. Many children's initial Welsh oral skills are very good.

Most children listen to instructions and act on them well. For example, they concentrate diligently when labelling bags of dust to attract Father Christmas's reindeer to their houses. They also follow instructions attentively when listening to music, and join in with familiar nursery rhymes confidently. Most communicate clearly when contributing to discussions and when telling jokes publicly. Many use Welsh words and phrases from their area well, as they feed dolls with bottles and thread string through holes on an animal's face.

Most children take an interest in books and consider their content enthusiastically. They discuss events effectively and handle books like meaningful readers. They respond with interest to the content of stories, such as following the trials and tribulations of a penguin who is trying to fly. Many children make marks purposefully with different media, such as crayons and paint. They prepare their Christmas cards and letters diligently, and remember to stick a stamp in the corner before posting. As a result, they enjoy their early writing experiences, and many explain the purpose of their writing eloquently.

Most children use mathematical language well and in the correct contexts. Older children count to 15 confidently and discuss the features of two- and three-dimensional shapes intelligently, and identify the differences between them correctly. Many choose relevant equipment and materials to solve mathematical problems purposefully. For example, they cut dough carefully to create different sized heads and bodies for snowmen, and create a sequence of patterns when printing bright lights with corks. They also use scales purposefully to weigh 'less' and 'more' food for Father Christmas's reindeer.

Most children develop successful ICT skills by using tablets, an interactive screen and electronic toys to support their learning effectively. They familiarise themselves well with technology by using equipment confidently in their daily activities, such as taking pictures with cameras.

Most children develop good physical skills when moving together to music and using adventure equipment enthusiastically. Many develop purposeful thinking skills and creative skills, which has a robust effect on their learning. For example, they create puppet shows to excite each other, and decorate Christmas trees with buttons independently to create attractive calendars.

Care and development: Good

All practitioners are very familiar with the setting's daily procedures. They attend regular training to support their practice effectively, such as courses on first aid, food hygiene, and managing children's behaviour. They attend relevant safeguarding training, which supports their understanding of children's needs purposefully and ensures that they are cared for diligently. As a result, practitioners prioritise

children's health and safety purposefully. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

All practitioners follow good hygiene procedures, such as washing their hands and wearing aprons and gloves conscientiously. Procedures for recording accidents and injuries are consistently good and risk assessments are updated regularly.

All practitioners provide purposeful opportunities for children to live healthily. They promote and provide a variety of tasty fruit and cereal for children at snack time, which reinforces their awareness of nutritious food. They also focus on brushing teeth daily, which has a good effect on children's understanding of oral hygiene. Practitioners ensure that children take part in energetic activities, such as dancing and using crates and tyres in adventurous tasks. They also provide physical opportunities in the outdoor area to throw, balance, jump, climb and carry heavier equipment from one place to another.

All practitioners use positive behaviour management strategies and deal sensibly with any restlessness. They are kind and gentle when talking to the children, and this leads to an atmosphere of contentment at the setting. They support children well to resolve any conflict among themselves, such as encouraging each other to create happiness. There are effective reward systems and children respond well to these. They show pride in wearing purposeful badges after being kind to their friends. Practitioners praise children regularly and celebrate their efforts sincerely. As a result, children learn how to develop resilience and take pride in their self-confidence.

All practitioners promote equality and diversity effectively and ensure that all children have equal access to all resources and activities. There are robust systems in place to support children with special educational needs, and the setting works closely with key agencies, such as health visitors, to support children who need it. The setting provides parents with 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.

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

All practitioners work together diligently and conscientiously for the benefit of the children. They maintain high expectations and provide engaging opportunities for children to learn through practical and stimulating experiences. Good examples of this are creating Father Christmas from dough and following the adventures of 'Coblyn y Corrach' (Coblyn the Elf) every day. Practitioners question children skilfully, which has a good effect on improving their thinking skills. They also intervene in a timely manner during activities, which reinforces children's independent learning intelligently. However, presentations during plenary sessions are lengthy and, as a result, a very few children lose interest.

All practitioners provide an interesting curriculum that reflects the philosophy of the foundation phase soundly. They plan useful learning experiences that target children's interests purposefully, both indoors and outdoors. Effective activities include challenges to collect and count balls from the water with a crane, and create a meal for Father Christmas's reindeer with carrots and sprouts.

All practitioners model the Welsh language excellently, and plan valuable opportunities to develop children's literacy skills. They focus skilfully on improving children's Welsh by repeating frequent phrases and singing lively nursery rhymes. Their regular practices support children effectively to understand mathematical concepts, such as the purpose of money and how to weigh food with scales and a scoop. Provision to develop children's ICT skills is purposeful and provides good opportunities for them to use technological equipment regularly in their learning. This challenges children effectively to improve their early ICT skills. Practitioners plan effectively to develop children's physical and creative skills. For example, they encourage them to balance on crates, climb and slide on adventure equipment, and use paint to reflect Christmas tree lights.

Practitioners place a clear emphasis on developing children's spiritual, moral and social skills. They celebrate diversity sensibly by studying religious holidays, such as Diwali and Holi. They also promote children's awareness of Welsh culture successfully by taking part in traditional activities, such as cooking 'cawl' and baking Welsh cakes.

Visitors and visits are used beneficially to enrich children's experiences. Good examples are visits by a beekeeper and a midwife, and a trip to the village to post letters. These opportunities create a sound awareness of people in their community and their local area.

Assessment procedures are effective. Findings correspond reliably with children's outcomes, and practitioners discuss sensibly with children how to improve their work. As a result, they challenge children towards the next steps in their learning purposefully. The setting holds very useful meetings with parents and carers to discuss their children's progress. They provide them with detailed reports, which reflect their children's achievements effectively. They also use electronic systems particularly well to show parents their children's progress each week.

Environment: Good

All children receive effective care and education in a building that is planned and set out to promote their independence well. As a result, practitioners encourage children to learn and develop their skills purposefully.

Successful use of the environment and attractive play areas encourages children to perform at their best consistently. A good example of this is the 'ciwb syndod' (curiosity cube), where children are given an opportunity to examine objects with magnifying glasses. The setting has a welcoming environment, and interesting displays of posters and art work stimulate children successfully. They also display children's successes well and the next steps in their learning, which helps parents and practitioners to target the way forward for individuals.

Practitioners make good use of all equipment and resources when planning valuable play and learning opportunities for children. Children are able to choose to learn in the indoor or outdoor learning areas. This supports their learning successfully, and the good quality of the activities ensures that children concentrate for long periods. However, there are not enough opportunities in the outdoor area for children to learn how to plant and grow their own produce.

There is an effective variety of resources in all areas, which are within the children's reach. This supports their learning and independence purposefully, and provides

valuable opportunities for them to make wise choices about their play. There is also a wide-ranging supply of good quality resources, which are suitable for the children's age and development.

There is a good range of toys and equipment available to promote cultural awareness, such as books, dolls and various costumes. Beneficial resources to develop children's ICT skills can also be seen across the learning areas, such as an interactive screen, sound equipment and cameras. Practitioners provide effective opportunities for children to learn about the importance of recycling. They re-use goods and junk intelligently and, as a result, promote the principles of sustainability well. Practitioners provide purposeful opportunities for children to develop physical skills by sliding, climbing and becoming out of breath when running and dancing. They also promote children's creativity and imagination purposefully in the building and painting areas, and at the water tray and mud kitchen.

The setting has robust arrangements for admitting visitors to the building, and practitioners follow effective safeguarding procedures as the children arrive at, and leave, the setting. The environment is safe and clean and, as a result, promotes children's safety and wellbeing effectively. The setting is very well maintained.

Leadership and management: Good

The leader creates and maintains an effective direction for the setting's life and work. She works purposefully with all of the dedicated practitioners and the management committee to ensure interesting experiences for children, which has a good effect on their wellbeing and learning.

The leader listens intelligently to the advice of others, such as the local authority support teacher and the Mudiad Meithrin officer, and acts on any recommendations for improvement purposefully. She ensures that policies, teaching and planning focus in detail on meeting children's needs successfully. As a result, the leader and practitioners have robust expectations of themselves and children and, as a result, they succeed in developing children's skills effectively.

The registered persons and management committee are effective. They ensure that practitioners understand their roles in full through evaluations, supervision and regular discussions. This leads to specific training to support practitioners and realise the setting's objectives well. They use the local authority's quantitative procedures to identify their strengths and areas for improvement well. The detail of these procedures focuses on effective targets in the operational plan, such as creating opportunities for practitioners to plan jointly.

Robust self-evaluation procedures permeate the setting's practices. Practitioners ensure that they give full consideration to each other's views and those of parents and carers, children and external agencies. They hold regular discussions with everyone that is linked to the setting to improve provision and children's learning experiences. This has a positive effect on improving necessary aspects in which change is needed. For example, they listen to the views of parents and carers regularly, and act on their findings. As a result, they use an electronic communication system exceptionally well to inform parents and carers about their children's successes and progress every week.

The management committee allocates resources wisely. They ensure that there are enough qualified practitioners available, who are trained well, to meet children's needs effectively. The use of the budget and grants also prioritises expenditure against targets in the operational plan purposefully. As a result, the management committee ensures that the use of funding has a direct effect on provision and children's outcomes. A good example of this is the willing co-operation with the local authority to use grants purposefully, by funding resources to support children's linguistic development.

The setting has a range of very beneficial partnerships. The relationship between the setting and the local area is convincing, and support from parents and the community is excellent. They hold a number of successful events to raise a significant amount of money for the setting. As a result, practitioners work very conscientiously with all partners to improve provision and children's outcomes. There are also very positive links with the school. They have a successful agreement to share the site intelligently and prepare children for the next step in their education effectively. There is a very positive partnership between the setting and the local church. The minister visits the setting regularly to read stories to the children. Children also attend 'Cawl a Chlonc' sessions to eat and talk with older people in the local community. Practitioners extend these experiences by asking children to bring food items for 'advent boxes', which are shared with the church's congregation.

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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