



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

A report on

**Cylch Meithrin Llanfechell
Ysgol Llanfechell
Ffordd y Mynydd
Llanfechell
Amlwch
LL68 0SA**

Date of inspection: January 2020

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Llanfechell

Name of setting	Cylch Meithrin Llanfechell
Category of care provided	Full day care
Registered person(s)	Michelle Edwards and Linda Wyn Jones
Responsible individual (if applicable)	
Person in charge	Anwen Parry and Sharon Williams
Number of places	18
Age range of children	2 – 4 years old
Number of children funded for up to two terms	4
Number of children funded for up to five terms	0
Opening days / times	Monday to Thursday from 09.00-11.30am. A care club is available on Mondays, Tuesdays and Thursdays between 11.30am and 15.00pm.
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	07/02/2017
Date of previous Estyn inspection	02/06/2014
Dates of this inspection visit(s)	31/01/2020

Additional information

Welsh is many of the children's main 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)	N/A
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	Adequate
Leadership and management	Good

Non-compliance

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

Recommendations

- R1 Improve the use of the outdoor environment
- R2 Enrich children's learning experiences by going on visits and inviting local visitors to the setting
- R3 Ensure that leaders take more responsibility for evaluating the quality of provision and its effect on children's outcomes

What happens next

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

Main findings

Wellbeing: Good

Most children are happy and eager on arrival at the setting. They cope well when separating from their parents or carers, and settle quickly at the beginning of sessions. Nearly all children are very familiar with the daily routine and go straight to their activities without fuss. For example, they follow the routine of washing their hands after time in the hall and before eating their snacks. They take pride in their achievements, for example when cutting a heart shape in the dough and taking part in the “Beth sydd yn y fased siopa?” (“What’s in the shopping basket?”) game and song. All children have a strong voice and make intelligent decisions when choosing activities and learning experiences, for example when playing with food in the playhouse or with small cars in the garage. Most express an opinion well when discussing the weather during circle time and when expressing their favourite activity. They know that practitioners will give good consideration to their wishes and make sound decisions in terms of what they would like to play or learn.

Most children form friendships with others and learn to play together effectively. They share equipment ungrudgingly and work together and take turns successfully, for example when sharing dough equipment and taking turns to wash their hands. Nearly all children are enthusiastic and enjoy learning new skills as they experience a variety of opportunities for learning and play, for example by using a pencil to make marks on paper. They are curious learners when experimenting and handling equipment in the discover box. This contributes well to their understanding of the world around them.

Nearly all children are becoming increasingly independent when changing their own clothes in order to enjoy a movement session in the hall. They wash their hands and go to the toilet independently, and are beginning to pour their own drinks. Children are beginning to take responsibility by being the ‘Helpwr Heddiw’ (Helper of the Day) and completing simple tasks, for example by distributing cups and plates during snack time.

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

There is no report on children’s learning because there were not enough three or four-year-old children present at the time of the inspection, who do not receive funded education elsewhere, who can be reported on without identifying individual children.

Care and development: Good

Practitioners give a high priority to children’s health and safety. All practitioners have attended relevant and recent training. They are very familiar with the setting’s procedures, and most have attended training on appropriate courses such as first aid, food hygiene and child protection. The setting’s arrangements for safeguarding children meet requirements and are not a cause for concern. All practitioners follow good hygiene procedures regularly, wash their hands and encourage children to do

the same. Practitioners follow very good procedures for recording accidents or injuries, and brief risk assessments are recorded on a daily basis. Practitioners ensure beneficial opportunities for children to live a healthy lifestyle, and practitioners reinforce the importance of oral hygiene by encouraging children to brush their teeth daily. An excellent variety of fruit is available to children during snack time in order to reinforce children's awareness of the importance of eating healthily. Practitioners ensure that children take part in regular physical activities, for example by taking part in an exercise session in the hall with children from the local school. Practitioners conduct a fire drill in order to teach children how to evacuate the building in an emergency.

Practitioners use positive behaviour management strategies and deal sensitively with any discontent. They are kind and gentle when talking to the children, and this leads to a positive and relaxed environment. Practitioners remind children daily of the setting's rules and encourage them to play together, share and take turns. Practitioners praise the children regularly and reinforce their self-confidence successfully.

There are robust procedures to support children with special educational needs, and the setting works very closely with 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 indoors and put children's needs first when creating areas, which include a playhouse, a numeracy area, a book corner and a creative area. They provide appropriate opportunities for children to learn about different cultures. For example, they learn about people who live in China, and toys and books reflect a broad society.

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

All practitioners have a wonderful working relationship with the children and model spoken language naturally when communicating with them. They reinforce language patterns and familiar vocabulary successfully by using songs and rhymes purposefully, for example to describe the weather and learn the days of the week. Overall, practitioners know when to intervene and when to allow the children to investigate and discover for themselves. They question children intelligently and encourage them to talk while undertaking activities. This reinforces their communication skills effectively and develops their understanding and thinking skills successfully. Practitioners ensure a strong Welsh atmosphere and ethos within the setting, and promote Welsh traditions and celebrations successfully. For example, children learn about St Dwynwen by taking part in a variety of fun activities, including making cards and cutting heart shapes out of dough.

Practitioners plan a good range of interesting learning experiences that engage most pupils' interest and build on previous learning successfully. They meet regularly in order to organise learning experiences across all areas of learning appropriately. However, practitioners do not plan in enough detail to develop children's skills by using the outdoor area. In addition, there are few opportunities for children to learn how to care for living things, for example by planting and taking care of plants.

Overall, practitioners use observation findings and assessments of children's progress when planning learning experiences and the next steps in learning suitably. As a result, they have an appropriate understanding of what children are doing well and what they need to develop.

Practitioners ensure that they develop children's skills in a fun and effective way, by planning a range of routines and beneficial learning experiences. All indoor learning areas support this well and encourage children to investigate and discover for themselves, for example by organising socks into pairs and sorting objects by colour. They develop children's numeracy skills naturally through a suitable range of learning experiences that develop their understanding of number, shape and problem-solving suitably. Practitioners also plan appropriately to develop children's creative skills by taking part in art activities, such as creating an autumn mural and making a snowman from different materials. They provide robust opportunities to develop children's information and communication technology (ICT) skills. For example, they use apps to practice their understanding of numbers up to ten, and by handling objects such as the telephone and till when playing in the role-play corner.

Practitioners make suitable use of visitors to enrich children's learning experiences, for example by inviting a famous author to visit the setting to celebrate World Book Day. However, use of the local community to support learning by visiting nearby places or inviting visitors to share experiences with the children are limited. Practitioners plan rich experiences to develop pupils' spiritual, moral, social and cultural skills. For example, children take part in daily prayer and learn about life in a cold country by listening to a story about a child from Canada.

Environment: Adequate

The indoor environment is extremely safe and clean and, as a result, promotes children's safety and wellbeing well. Leaders have robust arrangements to admit visitors to the building, and practitioners follow effective safety procedures when children arrive at, and leave, the site. Practitioners identify all relevant risks and ensure that children are safe; for example, they keep the floor tidy and clean to prevent the children from tripping. They ensure that risk assessments and safety checks of fire and electrical equipment are up-to-date.

Children receive good care in a room that is set out purposefully to promote their independence and encourage them to learn and develop. Good use is made of the indoor environment and stimulating play areas have been created, which include construction and discovery areas. There is a variety of resources in all areas within easy reach of the children, which promotes their independence. The environment is welcoming and interesting, and there are numerous displays of posters and children's crafts, many 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 washing basins independently. However, leaders have not established a purposeful outdoor area for the children to develop their physical skills, or to investigate and discover for themselves. Although practitioners ensure that children have use of the school playground, field and climbing equipment, they do not plan purposefully for these sessions.

The setting has a good supply of resources that are appropriate for the children's age and development. Resources are accessible to the children and are stored in low-level boxes with Welsh labels and pictures to enable the children to make good

choices about their play. There is a wide range of toys and equipment to promote children's cultural awareness, including suitable books and dolls. There is a selection of resources for children to learn about sustainability by creating junk models and recycling paper and cardboard. There is also a suitable range of resources available in the building to develop children's ICT skills, including a tablet computer and sound resources.

Leadership and management: Good

Both acting leaders have a robust understanding of the setting's life and work, and they work together successfully in order to realise its vision. This vision is based on providing a high standard of service in terms of wellbeing, care and education through the medium of Welsh to children in the local area. Both leaders have worked effectively with the school, members of the management committee and other stakeholders to establish purposeful provision in its new location within the local school. Within a short time, they have created a caring ethos and a stimulating environment that meets children's requirements successfully. Both acting leaders meet regularly in order to plan and discuss the setting's life and work. As a result, they have a good understanding of children's needs and what they need to do to continue to develop provision.

The setting has a suitable complement of staff that are qualified to work with the range of children who attend. There are appropriate procedures in place to ensure that staff understand their roles and responsibilities, and make a valuable contribution towards achieving the setting's aims and objectives. Both registered persons evaluate practitioners' work appropriately in order to set suitable targets for them. Practitioners attend beneficial training that is relevant to their work by attending external courses, in addition to observing good practice in other settings. For example, they have attended appropriate courses on how to improve the learning environment to promote children's independence. This contributes well to their professional learning, in addition to improving the quality of provision and children's achievement.

Leaders have suitable arrangements for self-evaluating the quality of provision and its effect on children's outcomes. They give good consideration to the findings of external agencies, such as the local authority support teacher, as part of the process. They have also succeeded in seeking parents' views skilfully before extending provision to provide education and care for children. Overall, the use of these self-evaluation procedures ensures that leaders have a sound understanding of strengths and areas for improvement. The improvement plan includes purposeful actions, in addition to timescales and relevant costs. However, leaders do not monitor progress against these targets effectively enough, or take enough responsibility for monitoring the quality of provision.

The setting has valuable partnerships with a range of stakeholders, including staff from the local school, the local authority support teacher and an officer from Mudiad Meithrin. This has a positive effect on provision and children's outcomes. The beneficial relationship with local schools ensures that children transfer smoothly and are familiar with the staff and the arrangements. Leaders and practitioners work effectively with parents, which includes organising special fundraising evenings.

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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