



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

**A report on**

**Cylch Meithrin Maesywaen  
Neuadd Maes y Waen  
Rhyduchaf  
Bala  
LL23 7SF**

**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 Maesywaen

Name of setting	Cylch Meithrin Maesywaen
Category of care provided	Sessional day care
Registered person(s)	Angharad Pritchard
Responsible individual (if applicable)	
Person in charge	Angharad Pritchard
Number of places	25
Age range of children	2–4 years old
Number of children funded for up to two terms	3
Number of children funded for up to five terms	0
Opening days / times	Tuesday to Friday from 9.00 to 11.30
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 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	19 January 2017

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Date of previous Estyn inspection	April 2014
Dates of this inspection visit	14 and 15 January 2020
Additional information	
<p>Almost every child speaks Welsh at home. The practitioners put everything away at the end of the session because other groups in the community use the room</p>	

## Summary

<b>Theme</b>	<b>Judgement</b>
<b>Well-being</b>	<b>Good</b>
<b>Learning (only applies to three and four year old children who do not receive education in a maintained setting)</b>	
<b>Care and development</b>	<b>Good</b>
<b>Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)</b>	<b>Good</b>
<b>Environment</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Non-compliance**

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

## **Recommendations**

R1 Strengthen the arrangements for opportunities for practitioners to discuss observations so that they can play a more prominent role in assessing the children's achievements.

R2 Record discussions in relation to supervision during the year so that formal written evidence of staff management is effective

## **What happens next**

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

## Main findings

### Well-being: Good

Nearly all children make informed choices and decisions about their play and learning. For example, they choose what and who they want to play with and decide where to sit at snack time. The children are confident that they do not have to participate in activities that they are not happy doing where appropriate. For example, children's wishes are appropriately respected when they choose to observe instead of joining in a dancing and singing session.

Almost every child feels safe, happy and confident that their feelings will be taken into account. Most of them arrive at the setting with a sense of anticipation and cope well when separated from their parents or carers. They have positive relationships with the practitioners and the few that are unsure enjoy being comforted before going to play. Almost every child develops a fondness for practitioners easily as the practitioners know them well and children receive consistent and continuous care. For example, very few children choose to stay close to a familiar practitioner.

Almost every child cooperates and plays effectively with their peers, for example in sharing paint pots and glue sticks. They listen carefully and follow the setting's routine effectively. A good example of this is when they hear the sound of the drum, they instantly move from their play to their next task. Most children are polite and many say please and thank you without being prompted.

Nearly all children show enthusiasm in play-based activities and show curiosity. For example, they are excited when discussing how the ice melts and how it feels. Many run excitedly to go and play outside, and race each other on the bikes and scooters enthusiastically. Most children persevere for an appropriate time to complete activities such as cutting paper shapes with scissors.

Almost all children are developing skills which are appropriate for their age. Many are counting to 10 with confidence and are recognizing numbers, colours and shapes successfully. Most children are developing physical skills confidently and are using pipettes and tweezers to hold ice and pencils to mark effectively. Most children can jump confidently from the low stage, with some of the youngest children choosing to sit before stepping down.

Most children are keen to be independent and enjoy helping to prepare and clear snacks. The 'helper of the day' distributes dishes and snacks for everyone and children pour their milk without assistance successfully. Almost every child washes and dries their hands independently.

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

There is no report on children's learning. This is because there were too few three- or four-year-old children who do not receive funded education elsewhere present at the time of the inspection to report on this without identifying individual children.

### **Care and development: Good**

Practitioners treat the health and safety of children as a matter of utmost importance, and they have a robust understanding of their child protection policy. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. The practitioners provide children with healthy and nutritious food and drinks, and a good variety of fruit is offered daily. Fresh water is available during the session and all bottles are labelled and kept appropriately at the water station. Practitioners reinforce the importance of oral health successfully by encouraging children to brush their teeth daily. A daily check list is completed by practitioners which ensures that children are safe in the setting.

Practitioners use effective strategies to manage interactions in a positive and calm way. They speak in a caring tone, and use praise effectively to encourage children to cooperate. For example, when a child sat on another child's chair, the practitioner asked them kindly to move and they were highly praised for listening and responding immediately. Practitioners have mastered a very effective system of getting children's attention without raising their voices. They do this by sounding the drum which means it is time to move onto the next task. Practitioners are very enthusiastic when reading a story, and adapt their voices for different characters which holds the children's attention and interest throughout the story. Practitioners provide responsive and affectionate care which helps children learn and develop well. Practitioners have a lovely relationship with the children and are sensitive to their needs. They know the children and their families very well, and they have a clear understanding of their needs, abilities and individual preferences. For example, they explain children's unusual behaviour in an informed manner. Practitioners promote children's thinking skills constantly by asking open-ended questions.

Robust procedures are in place to support children with additional needs, and practitioners work closely with key agencies and parents to promote children's well-being.

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

Practitioners plan valuable activities which provide interesting and exciting opportunities and develop children's skills across learning areas in the foundation phase. They include the children's voices effectively in the planning which sustains children's interest in the activities. This enables most children to persevere and concentrate for extended periods. There is an appropriate balance between adult-led activities and activities which children choose themselves. Practitioners intervene appropriately in the play, for example when openly questioning children and encouraging discussion to move forward with the learning. Practitioners provide tasks which challenge older children effectively, and this has a positive effect on attainment levels.

The daily activities provide robust opportunities to develop children's communication, literacy, numeracy and Information and Communication Technology (ICT) skills. For example, there are a range of practical opportunities for children to recognize, name and count numbers to 10 and control the laptop mouse skilfully. Practitioners have a familiar working relationship with the children. They have a good understanding of

children's needs and control behaviour in a sensitive manner. As a result, many of the children behave well, share resources and play together successfully. Practitioners model language strongly which enables almost all children to communicate confidently in Welsh. For example, during circle time, practitioners hold appropriate discussions with children about their families and daily routines.

Practitioners offer constant opportunities to develop children's awareness of Welsh culture and traditions. For example, they participate in the local Eisteddfod every year and celebrate St David's Day, with practitioners cooking a vegetable cawl with the children.

The provision for children's spiritual, moral, social and cultural development is developing well. For example, in the outdoor area, they grow potatoes and strawberries, and prepare cawl using the vegetables, and eat the strawberries during snack time. Children receive beneficial opportunities to raise their cultural awareness, for example when celebrating Chinese New Year, by cooking and attempting to eat noodles with chopsticks. They make valuable use of visits so that children feel like a part of their community, and so that they can appreciate the surrounding nature. For example, they discuss Arenig Mountain whilst on a walk to the local park, and visit Bala Lake.

The setting's assessment procedures are developing effectively. The leader uses the foundation phase's profile effectively to assess and track children's development from their starting points. The leader, with the verbal input of practitioners, discusses children's development regularly, and the information is used effectively to plan the next steps in their learning. However, practitioners do not always play a big enough role in assessing children's achievements.

### **Environment: Good**

Leaders ensure children are cared for in a safe and secure environment with all practitioners fully aware of the setting's health and safety procedures. Effective procedures are in place including detailed written risk assessments and daily checks which ensure potential hazards are reduced or eliminated. These include the outdoor area and risk assessments for trips. Access to the setting is managed well as leaders ensure the main entrance is locked and all visitors' details are recorded. Practitioners assist children to enable them to learn through taking risks appropriately, for example jumping from the stage.

There is plenty of space in the building for children to move around freely. The learning areas have been arranged thoughtfully to provide good opportunities to learn through play. Children's creative ideas are displayed successfully which gives children a sense of belonging. The leaders and practitioners create an appealing learning environment for children daily in a skilful way.

Leaders ensure that the furniture, equipment, toys and resources available to the children are appropriate and meet their needs. There is a good range of resources in every play area, all within the children's reach. This develops children's independence effectively as they fetch resources and put them away. Leaders ensure that resources are clean and maintained according to infection control requirements. Leaders ensure that toys and play material are available to promote cultural awareness well, including Welsh culture and heritage.



## **Leadership and management: Good**

The leader has a clear and robust vision for the setting based on providing care and education of the highest standard in every aspect of her work. She shares this vision effectively and, as a result, practitioners work together appropriately. Everyone is aware of their responsibilities and work together as a team successfully. As a result, the leader and practitioners provide valuable experiences for children in their care. The setting's statement of purpose is comprehensive and gives an accurate picture of what the setting offers.

The leader and practitioners know the setting very well. They work together effectively with the local authority's teacher, the Mudiad Meithrin officer, and receive input from parents and children to evaluate the setting's work purposefully.

The management committee supports the setting – it meets regularly and plays an active part in the setting's life and work. It manages the setting's finances effectively by ensuring that there is funding available to buy equipment needed to improve provision and raise standards.

Leaders comply with the national minimum regulations and standards, but they do not record staff's occasional supervision discussions formally. As a result, there is no formal evidence that this happens regularly. There are robust procedures in place to appoint appropriate staff and support them. Annual appraisals are held for every practitioner, and their performance and needs regarding continuous professional development is recorded on a staff appraisal form. These processes help and challenge everyone to do their best to learn and operate in the best interests of the children.

Practitioners have a valuable relationship with the parents. They communicate effectively through a range of media and chat to parents daily as they drop off and collect their children at the setting. The leader discusses a report on each child's progress with the parents in an individual meeting during the summer term, and shares a sketch-book and photographs which is a record of the child's work in the setting.

## 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](http://www.estyn.gov.wales))

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh weaknesses but improvements are required
<b>Poor</b>	Important weaknesses outweigh strengths and significant improvements are required

**This document has been translated by Prysg (Welsh to English).**

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