



Arolygiaeth Gofal
Cymru
Care Inspectorate
Wales



Estyn

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

Report on

Cylch Meithrin Llanfyllin

**Llanfyllin Primary School
High Street
Llanfyllin
Powys
SY22 5BJ**

Date of inspection: March 2022

by

Care Inspectorate Wales (CIW)

and

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

This report is also available in Welsh.

About Cylch Meithrin Llanfyllin

Name of location	Cylch Meithrin Llanfyllin
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Margaret Williams
Person in charge	Catrin Jones
Number of places	19
Children's age range	2.5 – 4 years old
Number of children funded for up to 2 terms	11
Number of children funded for up to 5 terms	4
Opening days / times	Tuesday 9am – 3pm Thursday 12.30pm – 3pm Friday 9am – 3pm
Flying Start service	No
Language of the setting	Welsh
Is the Childcare Offer available at this setting?	Yes
The Welsh-language Active Offer	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh-language and cultural needs of the people who use the service, or who may use the service.
Date of previous CIW inspection	
Date of previous Estyn inspection	
Date of this inspection visit	08/03/2022
Additional information	

Non-compliance

No non-compliance was found during this inspection.

Recommendations

R1 Provide children with better equality and cultural experiences.

R2 Create better opportunities for children to move independently between the indoor and outdoor environments.

What happens next

The setting will draw up an action plan that shows how it will address the recommendations.

Main findings

Well-being:

Nearly all children make purposeful choices. They are confident in selecting resources and comfortable to move from one area of learning and play to another. Children play with real foods and confidently cut and peel vegetables. Other options are to play in the sand area or with dinosaurs and cars. Nearly all children express themselves clearly using appropriate words and phrases. For example, they show the practitioners where they want to play and confidently choose their favourite things. The children enthusiastically choose their drinks and favourite foods at snack time. Children express themselves strongly as they are heard by practitioners.

Nearly all children cope well when separating from parents and carers. They smile when they arrive and leave the setting. Nearly all children feel contented and safe. They reach for a tissue when needed and go to wash their hands after painting. Children form close and positive relationships with the practitioners and approach them when hurt to receive comfort. Children feel a sense of belonging. They feel respected and smile happily when receiving praise for being kind to one another or singing well.

Nearly all children behave well, with most sharing resources regularly. For example, children share painting equipment in the craft area and others share vehicles when dropping the cars down the ramps. Children respect others and are sensitive to the feelings of others. They greet each other on arrival to the setting and show concern at seeing their friends hurt after falling.

Nearly all children are enthusiastic and enjoy their learning opportunities. They are excited about exploring their areas of learning and play. They participate in opportunities for mark making and line making on the light boards confidently. Many children maintain interest and focus on tasks for an appropriate time. They listen to instructions successfully, for example, when waiting their turn to wash their hands or when responding to the song "Dewch i eistedd ar y mat" ("Come sit on the mat"). Children feel a sense of achievement when completing their tasks, such as building a rocket with the blocks and shouting "Look! This is my rocket!"

Most children develop appropriate independent abilities well according to their age and stage of development. Many children pour their own milk independently. On arrival at the setting, most children immediately take off their coats and bags and then put their picture on the tree independently. Most children help to tidy up the resources when they have finished playing.

Learning (applies to three- and four-year-olds who are not receiving education in a maintained setting):

Most children play together purposefully and make good progress in their learning. They develop strong literacy, numeracy and information and communication technology (ICT) skills, which successfully affect their learning and cognitive skills.

Most children listen attentively to instructions and act upon them productively. For example, they persevere diligently when building a structure with crates and cylinders to roll balls from end to end. Many communicate clearly when responding to discussions and sharing ideas. A minority use Welsh words and phrases meaningfully. For example, they describe the sounds of farm animals sensibly, such as a horse's neighing. In addition, most respond eagerly to music and sing enthusiastically when stamping and jumping around the building like dinosaurs.

Many children enjoy discussing books and consider their content wisely. They respond with interest to stories and think thoughtfully about the consequences of events, such as realising that the wolf is the villain in the tale of the three little pigs. Most make marks deliberately with different utensils such as chalk and paint and neatly trace patterns on electronic tablets. As a result, they enjoy their early writing experiences and explain the purpose of their writing meaningfully.

Most children use mathematical language intelligently and in the right contexts. Many count up to ten and back to zero with the help of an adult and spontaneously use money in the shop to buy vegetables. They select relevant tools and materials to solve mathematical problems well. For example, they sort and arrange three-dimensional blocks according to their shape and size. In addition, they experiment with 'full' and 'empty' volumes purposefully by filling jugs before pouring water into troughs and watering daffodils.

Most children develop effective ICT skills by using tablets and electronic toys. As a result, they become familiar with the technology by using the equipment regularly in their daily activities.

Most children develop successful physical skills by riding bikes, dancing, and climbing on adventurous equipment. They develop purposeful thinking and creative skills, which have a strong impact on their learning. For example, they build a stable and pigsty to house animals and create interesting patterns with wheels when rolling vehicles through different paint colours.

Care and development:

Practitioners understand their roles well and follow the correct procedures to keep children safe and healthy. They have completed safeguarding training and can tell us the correct procedures to follow should they have a concern about a child. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. A sufficient number of practitioners hold paediatric first aid certificates. They record any accidents or incidents appropriately and share these with parents. The people running the setting also carry out regular fire drills to ensure that children and practitioners know how to leave the premises quickly and safely in an emergency.

Practitioners effectively promote healthy eating and drinking and encourage parents to deliver healthy snacks and lunches for their children. They encourage children to wash their hands when needed and plan opportunities for children to spend time outdoors. Practitioners have positive relationships with children. For example, they talk to the children in a kind and quiet way and provide comfort and reassurance when needed. Practitioners understand the behaviour policy well and implement

effective behaviour management strategies when necessary. They deal with arguments or inappropriate behaviour positively. For example, by constantly praising children for good behaviour and redirecting children to another activity in the case of minor disagreements. Practitioners demonstrate good manners throughout the session.

Practitioners are experienced and competent and consequently effectively care for and meet the individual needs of the children. They know the children well and know what they like to do. They gather comprehensive information about children's individual care, personal and medical needs before they start. As a result, they can plan effectively for them. The person in charge ensures that detailed activity plans are in place, which include a good variety of tasks to develop children's skills. A closed social media page records photos of the children taking part in activities and celebrating their success. Practitioners promote children's development in the Welsh language successfully through a variety of songs with gestures and story time. Practitioners work together very well to meet children's needs effectively. However, there are only a limited number of resources available to develop children's equality and cultural awareness.

Teaching and assessment (applies to three- and four-year-olds who are not receiving education in a maintained setting):

Practitioners teach purposefully and act enthusiastically and conscientiously for the benefit of the children. They provide interesting and challenging activities for learning through play, such as scrubbing vegetables before peeling and cutting them with a knife. As a result, the teaching purposefully engages children's interests.

Practitioners intervene sensibly during activities, which provide effective opportunities for children to learn independently. In addition, their teaching skills include questioning the children intelligently, which has a strong impact on improving their cognitive skills and their desire to take risks.

Practitioners provide a complete curriculum and plan positive and varied learning experiences for the children, both inside the building and in the outside area. For example, there are opportunities to solve problems by using numbered wooden and shell rings to create useful number paths.

Practitioners plan immersive opportunities to develop the children's literacy and numeracy skills. They focus well on improving children's Welsh by repeating vocabulary and phrases, and singing lively nursery rhymes. The provision to develop children's ICT skills offers constant challenges to improve their early digital skills. In addition, practitioners motivate them to collaborate effectively by focusing on developing their physical and creative skills. For example, they encourage them to glue crates to build 'tall', 'short', 'wide' and 'narrow' towers, and paint daffodils to celebrate St David's Day.

Practitioners develop successful spiritual, moral and social skills among the children. They provide valuable opportunities for children to reflect on their personal feelings and those of their peers, by responding to relevant pictures on wooden spoons. They successfully promote children's awareness of Welsh culture by celebrating St Dwynwen's Day and Shwmae Sumae Day and singing traditional rhymes. Beneficial

use is made of the town, by visiting shops such as the pharmacy, and walking to the nearby post box to post letters. These opportunities are beginning to provide children with a clear awareness of their local area.

Assessment procedures are effective and practitioners use the information to plan for the next steps in children's learning purposefully. As a result, practitioners discuss sensibly with the children how to improve their work.

During the pandemic, the setting has offered to hold meetings with parents and carers to discuss their children's progress. They provide parents and carers with information about their children's achievements effectively through social media, in annual reports, and verbally at the setting's doors.

Environment:

Children are cared for and educated in a spacious playroom, organised to effectively promote their independence and encourage curiosity and developmental skills. The interior areas are arranged to provide a wide range of stimulating opportunities, which effectively encourage children to move from one activity to the next.

The indoor facilities meet the children's needs, including reading areas and role play areas, as well as a good supply of natural resources. There is a good range of resources in each area and all of them are within reach of the children. The environment is colourful, welcoming and attractive. Displays of seasonal themes, colours, Numicon, the alphabet and St David's Day celebrations add to a welcoming environment.

The external area promotes children's development outdoors. The children enjoy playing with a variety of resources. For example, they enjoy watching water run down the pipes at different levels in the water area. Others are very enthusiastic about washing the dirty animals in the water tub. However, it is not possible for the children to freely choose between playing indoors or outdoors.

The setting has effective procedures to meet the safety needs of the children. They have locked doors and visitors are required to sign in promptly on arrival at the setting. Leaders create a safe and suitable environment and ensure daily risk assessments are in place to minimise potential safeguarding and cross infection risks. Fire drills and maintenance checks are in place. Washing facilities and toilets are suitable and ensure that children's privacy and dignity are respected.

Leadership and management:

The responsible individual and conscientious trustees ensure that efficient processes focus directly on creating consistent improvements to the setting's procedures.

The responsible individual works intelligently with the leader and diligent practitioners to enhance children's learning. Their positive vision ensures purposeful provision. In addition, they offer careful pastoral support, such as reassuring individuals tenderly after being hurt. As a result, all practitioners constantly motivate the children to do their best, through interesting challenges and supportive stimulation.

Rigorous self-evaluation procedures successfully affect the setting's practices. They focus in detail on creating improvements. As a result, the leaders' reliable policies and philosophy create consistency in the work of the setting, which effectively meets the children's needs.

Leaders take full account of the views of all involved in the life of the setting. They have meaningful discussions with all stakeholders, such as parents, the local authority and Mudiad Meithrin, to improve the provision and children's experiences. For example, they listen carefully to the support officers about developing the planning practices, to better follow the children's interests. In addition, they act wisely on the suggestions of parents and carers, such as using social media to communicate information about children's activities.

The leader and practitioners form a harmonious team. They co-operate diligently and listen sensibly to the suggestions of the trustees and officers of the support agencies. The trustees have regular arrangements to monitor the setting's practices. They regularly validate the decisions of the responsible individual and the leader to identify the setting's strengths and issues for improvement. These procedures ensure reliable targets in the development plan, such as improving the provision of numeracy experiences in the learning areas.

The responsible individual and the management committee allocate resources wisely. They ensure that there are enough qualified practitioners and enable them to attend relevant training, to purposefully meet the children's needs. The use of the budget and grants prioritises expenditure against the setting's targets well. As a result, the leaders' determined attitudes promote exciting and educational experiences for the children. This is done through the funding of valuable resources, such as building resources in the outdoor area and a mud kitchen.

The setting has a range of strong partnerships, such as local shops and the nearby school, which support the setting by offering the children interesting experiences such as discussing the town pharmacist's job. The productive relationship with the school effectively prepares the children for the next stage of their education.

Copies of the report

Copies of this report are available at the setting and from the CIW and Estyn websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

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