



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

A report on

Cylch Meithrin Dyffryn yr Enfys

Ysgol Dyffryn yr Enfys
Dolgarrog
LL32 8QE

Date of inspection: April 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 Dyffryn yr Enfys

Name of setting	Cylch Meithrin Dyffryn yr Enfys
Category of care provided	Sessional day care
Registered person(s)	
Responsible individual (if applicable)	Llinos Wyn Griffiths
Person in charge	Eleri Roberts
Number of places	25
Age range of children	2 to 4 years old
Number of children funded for up to two terms	5
Number of children funded for up to five terms	0
Opening days / times	Monday to Friday from 11:45 to 14:45
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	Yes. 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	Setting’s first inspection
Date of previous Estyn inspection	Setting’s first inspection
Dates of this inspection visit(s)	05/04/2022

Additional information

Very few children come from Welsh-speaking homes.

Non-compliance

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

Recommendations

R1 Ensure that arrangements to group the children enable all children to participate actively in all activities

What happens next

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

Main findings

Well-being:

Most children express themselves confidently and make mature choices and decisions about their play and learning. For example, most express eagerly where they would like to play and choose to either go outside or to stay in the building. They are happy to choose boxes of resources and role-play costumes, and they wear capes and different hats to emulate magical characters.

Most children feel very at home and relax completely while playing. They are very familiar with the daily routines and settle quickly on arrival. They listen well to instructions. For example, they stop their activities without fuss when practitioners ask them to tidy up and are delighted when they are praised by them. Most children form a positive relationship with practitioners and their peers. They are completely comfortable approaching a practitioner when something is worrying them and know that they will be listened to and will receive willing and reliable support.

Most children behave exceptionally well. They say 'please' and 'thank you' of their own accord and treat each other and practitioners with respect. Most children take turns and share resources well. For example, they use a sand timer independently to ensure that everyone has an opportunity to use the portable radio. As a result, there is no bad feeling during play and learning sessions.

Most children obviously enjoy and engage in their play confidently and happily. They enjoy moving from one activity to another, both indoors and outdoors, and concentrate for extended periods. An exceptional example of this is when a group of children work together to create an adventure trail. They use wooden planks, milk crates and tree trunks enthusiastically, before climbing and jumping and encouraging each other across the trail excitedly.

Most children are very independent and persevere maturely. For example, they fill the watering can with water from the tank in the outdoor area sensibly, then water the flowers before returning to re-fill it. Most children wash and dry their hands independently without prompting from practitioners, before eating their lunch and snack. The few who ask for support are encouraged to try themselves first to improve their independent skills.

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

There is no report on children's learning. This is 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, to report on without identifying individual children.

Care and development:

Practitioners focus continuously on keeping children safe and healthy. They understand their roles and responsibilities well and implement all of the setting's

policies and procedures effectively. As a result, practitioners follow robust procedures when dealing with any accidents. All practitioners have received training on safeguarding children and are confident about how to act should they have any concerns about a child. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners forge a very close working relationship with the children and provide caring guidance and support. They collect a useful range of information from parents and carers about the children's individual routines before they start at the setting. As a result, practitioners know the children very well and have a thorough understanding of their needs and interests. For example, they respond sensitively to children who are uncertain when meeting unfamiliar people and support them to develop their self-confidence. Practitioners take pride in the progress that children make and are passionate about providing the best care so that children can thrive.

Practitioners understand the behaviour management policy and act as good role models. They listen attentively to children's views and respond carefully to their needs. Practitioners' interactions with children are positive and kind, and they treat children with dignity and respect consistently. For example, they are thoughtful and vigilant when dealing with children's personal needs and are enthusiastic when inspiring children to respond energetically to activities in the outdoor area.

Practitioners promote children's health and well-being effectively. They offer healthy and nutritious snacks and drinks, which include fresh fruit, milk and water. They follow detailed hygiene procedures and practices are embedded purposefully in the children's daily routines. Practitioners ensure that children spend as much time as possible in the fresh air. As a result, they promote physical activities successfully and provide regular opportunities for children to develop adventurous and skilful attitudes to learning. There are also efficient procedures to support children with additional learning needs.

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

Practitioners' teaching stimulates the children to develop a wide range of purposeful skills, which have a positive effect on their knowledge and understanding. Practitioners' perceptive teaching methods motivate children to work together enthusiastically. They encourage children skilfully to experiment while playing. As a result, most children develop as increasingly independent learners. For example, practitioners challenge the children to sort objects, such as corks and shells, which either float or sink in the water tub.

Practitioners intervene effectively in the children's play, which provides good opportunities for children to consider the success of their efforts. They hold sensible discussions with the children on how to improve their work. They weave these reflective discussions with their assessments skilfully to plan the next steps in individual children's learning. However, practitioners do not always group the children wholly effectively. At times, older children have a tendency to control activities too much, which hinders learning opportunities for younger children.

Practitioners plan thoroughly and motivate children to learn through a range of practical challenges. They provide a broad and balanced curriculum that pursues children's suggestions and interests purposefully. They provide engaging activities that enable children to take risks and develop their cognitive skills well. For example, they challenge children to roll a pizza out of dough and decorate it with celery and chestnuts.

Practitioners plan interesting opportunities to develop children's literacy and numeracy skills. They question children skilfully while they make marks with paint and chalk and challenge them to balance pebbles and sand on scales. They also provide regular opportunities to improve children's early digital skills, for example by using educational apps on electronic tablets.

Practitioners ensure that children develop their physical skills successfully by encouraging them to move tree trunks with a wheelbarrow and wave ribbons while dancing enthusiastically. They provide notable creative activities, such as decorating a cylinder with feathers and paint to make a chick. They also mix twigs, sand and beans with children in the mud kitchen to make a cake and encourage children to dress as their favourite superheroes during role-play.

Practitioners develop children's spiritual, moral and social skills effectively. They promote Welsh culture well by celebrating St David's Day and singing traditional nursery rhymes regularly. They also celebrate diversity sensibly by studying the customs of Diwali and the Chinese New Year.

Practitioners provide parents and carers with beneficial information about their children's achievements on social media and through oral discussions at the setting.

Environment:

Children receive care and education in a safe and clean environment. Leaders and practitioners respond purposefully to any risks that are identified to ensure the children's safety. For example, they conduct regular checks to ensure that the outdoor equipment complies with the relevant safety requirements.

Practitioners are very aware of safety issues and the requirement for them to conduct regular fire drills. The site is secure and visitors cannot access any part of the setting unless a practitioner allows them access. The outdoor fence also prevents any child from leaving the setting without permission and the setting's external doors are locked.

Practitioners ensure that the environment is welcoming and friendly. The layout of the environment and resources provide rich play and learning experiences. Practitioners arrange the room to provide stimulating play and learning areas for children. They provide excellent opportunities for children to use equipment and resources independently, such as in the role-play area and the mark-making and creative play area.

There is an engaging range of resources within the children's reach in all areas, including resources that promote children's awareness of cultural diversity and equal opportunities. For example, dolls from different cultures are available, in addition to

different costumes such as superhero capes and dancers' skirts. A large number of natural resources are also provided, such as tree trunks, rice and pebbles, which promote children's creativity successfully.

The outdoor environment provides extensive space and exciting opportunities for children to play and learn in the fresh air. Leaders and practitioners make good use of re-using resources to create excellent and adventurous learning areas. For example, the performance stage is made of wooden pallets and the mud kitchen includes dishes and opportunities for children to use real food from the kitchen, such as dried and fresh herbs. In the mark-making area, leaders and practitioners offer children a choice of marking on paper, white boards, blackboards and natural Welsh slate. Children enjoy using these resources and most choose to spend their time outdoors productively. The doors are open throughout the sessions and, as a result, children can choose to play where they wish. The resources indoors and outdoors are of very high quality, are clean and are easy to reach, which enables children to make sensible, independent play choices.

Leadership and management:

Leaders ensure that the setting's leadership strategies are sound and focus effectively on improving provision and children's outcomes. Their vision is clear, which ensures that practitioners work together diligently to create a stimulating environment that promotes children's learning successfully. The leaders' philosophy is based firmly on providing a stimulating environment, resources and activities for children. They provide children with tender pastoral care, which creates a sense of belonging among children and adults. This positive environment motivates children to do their best and persevere during play and learning.

Leaders ensure that practitioners work together effectively as a team. Practitioners are reliable and listen sensibly to the suggestions of leaders and officers from support agencies. There are regular arrangements in place to evaluate practitioners' performance and leaders supervise and evaluate their work conscientiously. They also ensure that safe recruitment practices are implemented correctly.

Leaders set sensible expectations and support practitioners to maintain high standards. They know the setting's strengths and areas for improvement well. They have established rigorous self-evaluation procedures, which include appropriate targets for improvement. For example, recently they have focussed on restoring links with the community after the pandemic. They focus on introducing frequent improvements to develop the setting's practices.

Leaders ensure that the views of everyone who is involved with the setting are given full consideration. They hold direct discussions with all stakeholders, such as support organisations, to improve provision and children's experiences. For example, they listen carefully to support officers about developing planning practices in order to pursue children's interests better. They also act meaningfully on the suggestions of parents and carers, such as organising open mornings and parents' evenings.

Leaders have forged a range of robust partnerships in the local area, which provides engaging experiences for children. For example, a farmer and his lambs were invited to the setting to learn about farm animals, and by going for a walk through the village

to watch the public surfing. The productive relationship with the school prepares children effectively for the next step in their education.

Leaders allocate resources successfully. They use the budget and grants effectively and prioritise expenditure wisely against the setting's targets. They enable practitioners to attend purposeful training, which improves their teaching practices and planning. They also fund various resources efficiently, such as a playhouse and the gardening area.

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).

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

© Crown Copyright 2022: 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: 14/06/2022