



**Arolygiaeth Gofal
Cymru**
**Care Inspectorate
Wales**



Estyn

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

A report on

Cylch Meithrin Eglwyswrw

**Hen Ysgol Eglwyswrw
Crymych
SA41 3SN**

Date of inspection: December 2022

by

Care Inspectorate Wales (CIW)

and

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

This report is also available in Welsh.

About Cylch Meithrin Eglwysrwr

Name of setting	Cylch Meithrin Eglwysrwr
Category of care provided	Sessional Day Care
Registered person(s)	Gaynor Maxfield
Responsible individual (if applicable)	
Person in charge	Catrin Phillips
Number of places	24
Age range of children	2 and a half to 4 years
Number of 3- and 4-year-olds	15
Number of children funded for early education	12
Opening days / times	09-00 — 12-00 Monday, Tuesday, Wednesday and Friday
Flying Start service	Yes
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service which provides the Welsh Language 'Active Offer'. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of children who use or may use the service
Date of previous CIW inspection	June 2018
Date of previous Estyn inspection	21/06/2022
Date(s) of this/these inspection visit(s)	06/12/2022

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Further develop the use of observations to promote children's learning and development

R2 Strengthen self-evaluation and planning for improvement processes

What happens next

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

Main findings

Well-being:

Most children are very happy in their learning and play environment. They are enthusiastic and enjoy the suitable activities available to them, including selecting their toy, their activity and where to play confidently. Most children interact very well with their peers and practitioners. They show lovely friendship towards one another. For example, when a child held their friend's cup still for him to pour milk.

Most children arrive at the setting smiling and bounding towards practitioners and obviously feel safe in their environment. Almost all children demonstrate a fondness towards the practitioners, approaching them happily and comfortably. Most children develop sound relationships with other children, for example when sharing big blocks to build high walls around the reading bus. Children show self-pride in their work as they show practitioners their finished articles proudly.

Most children move confidently from one activity to another, selecting activities of interest to them. They are calm in the knowledge that there is no pressure on them to take part if they do not wish to do so. For example, during the singing session, some chose to go and play rather than sit on the mat. Children have a strong voice at the setting. The majority contribute their ideas for their snack, making a shopping list with practitioners. Most children communicate their wishes and preferences confidently, selecting cereals, drinks and a healthy snack. Most children demonstrate particularly good listening skills. They respond maturely to practitioners who tell them to be careful when playing with wooden blocks. Most children demonstrate very good listening and communication skills when responding to practitioners' questions during story time. Most children concentrate for increasing periods of time, and are very enthusiastic when role playing in the play house or when threading delicate beads. They enjoy dancing and singing to the music and are full of excitement and raucous laughter.

Most children interact particularly well with other children, sharing and taking turns. They take turns to go to 'buy' a snack, share fruit and vegetables, and then chop vegetables to make 'cawl' while others sell their goods in the shop. The majority of children help each other and co-operate well as a team, for example when children allocate each other responsibilities when building an extension to the wooden wall. Most children happily take pride in being praised by practitioners for helping to tidy up or for listening well during circle time.

Most children develop good independence skills. They lead their play, selecting activities and fulfilling tasks when role playing, sticking and building with blocks. They can meet their personal needs by going to the toilet and putting on their coats. Most children undertake daily tasks independently, such as washing their hands and clearing dishes away after finishing their snack.

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

Most children make good progress from their starting points. Almost all can concentrate particularly well for long periods of time, absorbed in their learning. Many children combine their skills successfully in their spontaneous play, for example when maturely working together to build a wall. They communicate effectively to select the most suitable blocks and when discussing the best method of getting towers to balance on the frame. Many children's use of mathematical language is developing purposefully as they use a tape measure to check the height and width of the wall, developing robust problem-solving skills when creating an extension. They develop very good moral skills when helping a friend to lift the doll's pram carefully over the wall. In addition, many develop their creative skills to transform the entire space into a dark shelter, with a few using their prior knowledge to fetch a torch and take a photo of the complete shelter with a camera.

Almost all children explore the outdoor area confidently and develop their gross physical skills very effectively, for example when balancing on a piece of wood on a log and steering bikes around an obstacle. They make valuable connections in their learning and are amazed at frozen water, showing perseverance and resilience in seeking to solve the problem of thawing the ice. Almost every child's fine motor skills are developing effectively and they enjoy using a range of purposeful resources, for example when creating snakes in the clay before kneading, stretching and rolling clay skilfully.

Almost all children listen attentively and follow instructions successfully. They develop their communication skills well, with a few using extended sentences to describe their experience of what they had for breakfast. Most children listen very well to stories, with many responding to the practitioner successfully. A few children choose to amuse themselves with books independently. Almost all children demonstrate that they can read their names successfully on a card during snack time. Most children develop their marking skills effectively, with many successfully endeavouring to make simple marks such as 'mam' and 'dyma' (here is) along with their names.

Many children make sound progress in their numeracy skills and enjoy joining in rhymes and songs when playing. They connect and apply their knowledge and mathematical skills in contexts that are meaningful to them, for example when paying for food and drink at snack time and referring to shapes when conversing socially with each other, "mae plât fi yn gylch a'r cracer yn sgwâr" ('My plate is a circle and the cracker is a square').

Many children develop their information and communication technology (ICT) skills very effectively in their play. They use programmable toys and a digital camera confidently. Many incorporate their skills successfully in the role play area when using digital scales to weigh different foods and when using a real toaster and kettle to make breakfast for the family.

Most children develop their creative skills masterfully. During the short musical movement session, almost all follow instructions carefully and respond confidently. They show enjoyment by jumping up and down, clapping and laughing when joining

in physical rhymes and songs. Consequently, many children's Welsh language development is coming along well.

Care and development:

Practitioners and children share a very close bond. They know the children very well and respect their interests, preferences and personal needs. Practitioners allow children to pick and choose their own resources, indoors and outdoors. They assist the children to extend their understanding of the Welsh language and develop their imagination when learning and playing outdoors. Practitioners ask questions and expand the children's vocabulary well when opportunities to do so arise. They communicate effectively and celebrate the children's achievements constantly, giving praise when a child identifies characters in a book. Practitioners give children good opportunities to be independent by encouraging them to buy their own snack from the shop.

Practitioners show children warmth and kindness. They offer a good range of activities and experiences, which develop the children's skills effectively. Practitioners are absolutely consistent and fair when managing behaviour and are positive role models. They ensure that children understand the need to be careful when playing with wooden blocks and encourage them to say 'diolch' (thank you) for their snack and drink. Practitioners have a good understanding of additional learning needs, and there are robust arrangements in place for identifying children's needs early and referring them for support from outside agencies as required.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners have a very good understanding of child protection procedures and are fully aware of their responsibilities. Practitioners complete appropriate risk assessments and follow very thorough procedures to ensure the children's careful supervision and safety.

They promote healthy eating and drinking successfully by providing healthy and nutritious snacks. Practitioners keep detailed records of accidents and incidents.

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

Practitioners have an effective understanding of child development, and co-operate well in creating a very positive learning ethos. On the whole, they offer valuable experiences, which respond robustly to the children's needs and interests, for example by encouraging a child to bring in real-life resources and explain to his friends how he collects honey at home with his father. As a result, each child has a strong sense of belonging in the setting and can play a full part in their learning.

Practitioners provide beneficial opportunities to develop the children's communication and social skills. As a result, every child is very confident in communicating verbally with others. Practitioners offer valuable opportunities during snack time, allowing high quality interaction between adults and children. All practitioners encourage them to pour milk, butter their cracker and clear the table. This develops the children's independence skills successfully.

Practitioners promote children's awareness of Welsh traditions and cultures successfully, for example by celebrating St David's Day and learning about events such as the Wales football team playing in this year's World Cup. They also offer a good range of rich experiences for the children by going on visits and inviting guests to the setting. A good example of this is the visit by the opera company and the investigative session by an external scientific company. Practitioners provide appropriate opportunities for children to learn about other cultures including using musical instruments from all over the world.

Practitioners plan appropriate opportunities to develop the children's literacy and numeracy skills using everyday life experiences. For example, they encourage them to role play at breakfast time in the kitchen by examining a number of real-life resources and cookery books. They also offer authentic ICT resources in the areas for the children to explore through play successfully, for example by using the cash till in the role play area.

Practitioners are beginning to experiment and plan for promoting the principles and content of the Curriculum for Wales. They intervene sensibly during children's spontaneous play and encourage them to venture and take risks. Practitioners are beginning to record observations of children's development and achievements appropriately. Nonetheless, they do not always use assessment outcomes to plan activities for the future that meet all children's needs fully.

Environment:

The leaders ensure that there is a welcoming and safe environment, which is effective in stimulating children's play. For example, there are robust systems in place to receive and hand over children. The learning and play areas spark the children's interest successfully and enable them to discover and explore purposefully. Leaders ensure that the outdoor area offers extended experiences to develop skills well, particularly their physical skills.

Leaders and practitioners ensure that there is a good range of colourful displays celebrating children's art work and photographs, creating a sense of belonging and pride amongst the children. Leaders ensure that there is a good supply of learning and play resources at the children's level, providing children with opportunities to pick and choose for themselves to develop their independence skills fully.

The environment promotes social development effectively. Children can assemble for snacks on age-appropriate furniture. Leaders ensure that children's privacy is respected successfully while children are using the toilet and when nappy changing. In addition, there is adequate provision for quiet time in the indoor areas. Beneficial opportunities are provided that develop the children's understanding of people in the community, for example by listening to stories and looking at visual resources.

Leadership and management:

The leader and deputy are relatively new in post. In the short period since her appointment, the leader has worked very effectively with practitioners to develop the provision. She ensures that the well-being of children, staff and families is a constant priority. The leader organises the setting well, ensuring that all practitioners meet most children's needs effectively. She plays an active role in the setting and

promotes a positive, inclusive and happy ethos. Everyone respects each other and the leader welcomes practitioners' contributions for activity ideas. Consequently, practitioners feel supported and valued. Each practitioner understands their functions fully and there is a strong commitment to teamwork. They appreciate regular opportunities for professional development and apply this effectively to their practice. They have regular discussions and opportunities to contribute their ideas on experiences and the provision in the environment.

There is a clear statement of purpose that is an accurate representation of the setting, and that ensures parents and carers can make informed decisions. They have an effective range of policies and share these successfully with parents. The leader and managers follow robust recruitment procedures to employ suitably qualified practitioners. They make appropriate use of supervision and observations to support practitioners. The leader and managers make good use of the funding available. For example, they have invested in new resources for outdoor provision to offer the children valuable experiences.

The setting has a very strong partnership with parents and carers. As children start at the setting, the leader and practitioners contact parents and carers to find out about the children's needs and interests. Consequently, they can provide for their interests successfully. Leaders and practitioners inform parents and carers of their children's well-being and development regularly through informal daily conversations, and via a closed social media group. They appreciate this communication greatly and are helped to support their child's learning and development at home.

The setting has appropriate arrangements for identifying strengths and areas for improvement, which contribute appropriately to ensuring improvements in provision and children's outcomes. For example, they have developed the outdoor area beneficially to develop children's skills successfully. The setting works well with a number of partnerships to improve the provision, including the local authority advisory teacher. However, self-evaluation processes are not embedded fully and leaders do not always include other stakeholders effectively enough in the process to ensure improvement. As a result, neither leaders nor practitioners are entirely aware of what they do well and what needs to be improved.

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 report was translated by Prysg (Welsh to English).

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Publication date: 13/02/2023