



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

A report on

Cylch Meithrin Talybont

**Ysgol Gynradd Talybont
Talybont
Ceredigion
SY24 5HE**

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 Talybont

Name of setting	Cylch Meithrin Talybont
Category of care provided	Full day care
Registered person(s)	Monica Lloyd-Williams
Responsible individual (if applicable)	
Person in charge	Victoria Joseph
Number of places	19
Age range of children	2-4 years old
Number of 3 and 4-year-old children	8
Number of children who receive funding for early education	7
Opening days / times	Monday to Thursday 8.15-3.15.
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.
Date of previous CIW inspection	25/06/2018
Date of previous Estyn inspection	08/03/2016
Dates of this inspection visit(s)	06/12/2022

Non-compliance

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

Recommendations

R1 Ensure consistency in opportunities for children to make choices when expressing themselves creatively

R2 Ensure that leaders employ qualified staff, where possible

What happens next

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

Main findings

Well-being:

Nearly all children express their feelings confidently. They are keen to share their experiences and are confident that practitioners show an interest and respect what they have to say. For example, they share their feelings confidently during circle time. Most children choose where they would like to play and move purposefully around the learning areas.

Most children cope well when separating from their parents and carers as efficient daily transition supports individual needs. They receive a warm welcome when they arrive at the setting and are comforted if they are uncertain. Most children settle quickly and choose where they would like to play. Children love the setting and express enthusiasm and enjoyment. For example, they begin to jump and clap their hands when hearing that they will be practising Christmas songs. Nearly all children are familiar with the daily routine and comply with procedures maturely. They are beginning to show empathy and are becoming sensitive to the needs of others. For example, if a friend is unsure, they tell a practitioner that they are worried about them.

They have a strong and obvious sense of belonging and form positive relationships. A majority of children are happy to express themselves and know that practitioners will act and respect their views. For example, children who are tired are very happy to be comforted by practitioners and this makes them feel happy and safe. Many share resources well or play alongside their friends. They devise role-play games that involve their interests, such as playing with medical equipment or preparing lunch in the kitchen. Nearly all children are keen to join in and contribute to songs and activities during circle time.

The children are full of enthusiasm and engage fully with their play. They concentrate diligently when completing tasks and enjoy experimenting with different equipment and materials. For example, they persevere when experimenting with different ingredients when making a Christmas pudding. They are very keen to enjoy interesting and stimulating opportunities both indoors and outdoors and also choose to relax and have quiet time.

Nearly all children choose activities confidently according to their interests and are happy to join activities with a practitioner. They are given a wide range of opportunities that are appropriate for their age and developmental stage.

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

Most children make sound progress during their time at the setting. This includes children who have been identified as having additional learning needs. Children's oracy skills are developing well in their first language. Children who are new to the Welsh language show a very good understanding and respond with increasing confidence. Children who come from Welsh-speaking homes use their natural dialect.

Nearly all children pick up books spontaneously and enjoy listening to stories being read by practitioners. There is a strong culture of promoting reading for pleasure at the setting and, as a result, children love all kinds of books.

Many children use mark-making equipment confidently in the different areas. Many show effective independence when creating their own list of food in the shop. They enjoy writing a short letter to Father Christmas saying what they would like for Christmas. A few children write extended letters and show an early awareness of how to create sentences to convey meaning.

Many children recognise familiar two-dimensional shapes and refer to them when cutting them out of dough. They use practical equipment to count to ten, for example by using wooden circles in the outdoor area. A few children sing songs that include numbers from one to ten wholly independently and confidently. They respond well to opportunities to play with equipment that is full and empty, for example when discovering how much water will fit in a particular container. They enjoy letting the water flow and watching it cascade over the top of the container.

Most children show sound creative skills, for example when creating beautiful pictures of poppies. Many demonstrate good rhythm when preparing enthusiastically for their Christmas concert. Most children's fine motor skills are developing appropriately. They enjoy pulling a Christmas cracker and putting it back together so that they can have the same fun by pulling it again.

Nearly all children's physical skills are developing soundly. They show good strength and balance when riding bicycles and tractors in the outdoor area and when climbing the steps and sliding down the slide. They gain confidence when leading aspects of their play and make choices about what they would like to do next. Most children's digital skills are developing appropriately. They create their names on a large screen and are beginning to use voice recording equipment.

Care and development:

Practitioners have a good understanding of policies and procedures to promote healthy lifestyles, physical activities, personal safety and children's well-being. Most practitioners identify risks and manage them actively. For example, leaders count and check how many children are playing indoors and outdoors regularly to ensure that there are enough practitioners to supervise them. Practitioners maintain good hygiene procedures and robust cleaning practices. They have completed paediatric first aid training, which prepares them to administer emergency treatment in case of an accident. They record any accidents or incidents appropriately.

Practitioners prioritise children's safety and implement effective procedures to ensure that children are healthy and safe. All practitioners have received suitable child protection training and are familiar with the procedures to follow if they have any concerns about a child. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners promote healthy eating and exercise successfully. They ensure that there are beneficial opportunities for children to develop their physical skills and spend time outside in the fresh air.

All practitioners promote positive interaction regularly. They form positive relationships with the children, talk to them fondly and treat them with care and respect. They respond to children's questions or wishes and respond to their non-verbal communication. All practitioners treat children in a supportive and warm

manner, which creates an extremely happy environment where children feel safe and valued. Practitioners are sensitive to individual children's needs and experiences. When talking to the children, they bend down to their level and use suitable language to ensure they understand. They understand the behaviour management policy in full and implement positive strategies regularly.

All practitioners know the children very well and have a clear understanding of their individual needs, abilities and preferences. For example, there are robust systems in place to support children with additional learning needs and practitioners work effectively with key agencies to support these children. All practitioners prioritise children's needs and know when to help and when to stay away.

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

The person in charge and practitioners create a supportive and nurturing environment that enables the children to make choices about their learning. This is highlighted effectively by introducing new and alternative methods of working while delivering the Curriculum for Wales. Practitioners work together successfully to plan a range of learning experiences, which use a rich range of resources and provide opportunities for children to develop their skills. They plan flexibly, which gives them an opportunity to set the course for the skills they would like the children to learn, while also giving the child an opportunity to choose where they would like to play.

Practitioners use the Welsh language continuously and highly effectively. As a result, children show a very good understanding of the language, even if they do not speak it outside the setting. Practitioners facilitate learning skilfully by encouraging children to take part in activities when they are happy to do so. They question children skilfully and intervene to facilitate learning, where necessary.

Practitioners provide rich opportunities for children to develop their skills in the different learning and play areas, for example by using 1 scoop of currants, 2 scoops of flour and 1 of sultanas when making a cake in the mud kitchen. Practitioners encourage the children to enjoy books and foster an awareness of the importance of reading for pleasure. Books have been chosen carefully to nurture understanding, for example when discussing people with different backgrounds and needs. Beneficial opportunities are provided for children to develop an awareness of their bodies, for example by climbing like a monkey or standing on one leg like a flamingo. As a result, most children show good control of their bodies and good balance. However, practitioners do not always provide opportunities for children to express themselves creatively by choosing from a variety of materials when decorating their work.

A variety of digital resources are available for the children to use during their play. For example, there is a large screen where children can create large pictures with their friends and develop their fine motor skills effectively. They use simple recording equipment, which gives them an opportunity to record their conversations or when they go for a walk to locations in the community.

Practitioners have adapted their structures for assessing children's progress in light of the introduction of the Curriculum for Wales. They record significant progress regularly and share information with parents effectively. They plan an effective range of opportunities for children to make decisions about their learning.

Environment:

Leaders ensure that there are effective health and safety procedures in place to monitor and manage any potential dangers. Written risk assessments are comprehensive and outline the steps that have been taken to reduce or prevent the risk to children. They ensure that practitioners implement safety precautions effectively, such as checking the outdoor area before it is used by the children. Leaders keep a record of all children, staff and visitors, ensure that the main doors are kept locked and implement a robust system for managing access to the site. They ensure that environment safety checks are carried out regularly and keep copies of the safety certificates.

Practitioners organise the internal environment thoughtfully to ensure interesting and stimulating areas, which provides rich experiences for children. The setting is warm, welcoming and accessible to all. The registered person ensures that resources are available that correspond to the children's interests. Equipment is kept at a low level with labels indicating their content. This ensures that all children are able to reach resources freely. There are also valuable opportunities for children to choose equipment independently, which promotes their sense of responsibility effectively. Practitioners arrange for the children to have an opportunity to choose where to play both indoors and outdoors through a free-flow play system and the outdoor area is an extension of the indoor learning areas. The environment is inclusive and all children have equal access to all of the various resources and activities. Children are given an opportunity to go to the toilet and use the handwashing basins independently. The toilets and nappy changing facilities are clean and comply appropriately with hygiene requirements.

Leaders ensure that nearly all children are able to access a wide variety of furniture, toys and equipment that are appropriate for their age. These include resources that help to develop their creative, communication, social, mathematical and physical skills both indoors and outdoors. They also use things that aid their understanding of the world around them. For example, they have resources that support learning about reducing waste by recycling and reusing. Practitioners ensure that everything is clear, appropriate and of good quality for the children and that they are well-maintained.

Leadership and management:

The person in charge has a strong vision that is based on maintaining a happy and hard-working setting. She implements this vision effectively alongside her fellow practitioners, who are very dedicated to the children. They focus continuously on maintaining provision that supports the children's well-being and challenges them to develop to the best of their ability and enjoy learning.

The registered person is very dedicated to the setting and has a close working relationship with the person in charge and practitioners. She works closely with the setting on a practical level and provides important leadership support to the management committee and officers. She has an overview of the setting's work over an extended period and this has been of significant benefit to them.

The person in charge works closely and effectively with officers and members of the management committee. This facilitates the setting's work successfully. The

management committee has thorough knowledge of the setting's work and provides regular, practical support to the person in charge. Leaders have a very close working relationship with the local authority advisory teacher and officers of the support organisations. They work together purposefully, particularly when discussing curricular developments as a result of introducing the Curriculum for Wales.

An effective and consistent self-evaluation structure has been established. It is a continuous process of evaluating and adapting and it focuses on maintaining and developing provision so that it promotes children's learning and well-being effectively. A notable example is the way in which they have succeeded in developing opportunities for children to enjoy playing outdoors and having unimpeded access during their usual play periods. Leaders use the findings of the self-evaluation process to identify priorities for improvement.

Practitioners are assigned carefully to different aspects of the setting's work. Leaders use funding to ensure a rich range of resources that promote children's experiences successfully. They organise valuable opportunities for practitioners to take part in suitable and relevant professional learning activities, which has a positive influence on their confidence and the standard of provision. For example, recently, training was given on developing the woodwork skills of young children, in addition to training on how to support their well-being.

Practitioners use a good range of learning experiences that encourage children's social development through visits to the community in Talybont. For example, they go on small trips around the village and visit the local shops to buy goods that are needed for cooking. They hold activities in local venues, such as holding their Christmas celebration in the village hall. This promotes the children's sense of belonging to their community effectively. Leaders work closely with the nearby primary school and this supports the children who transfer there.

Leaders have a suitable and up-to-date statement of purpose that reflects the service that is provided and meets the National Minimum Standards. They have worked positively to make improvements to the service to meet the requirements of the non-compliance that was identified in the last CIW inspection. Leaders follow a safe recruitment process and ensure that experienced and professional practitioners work at the setting. However, leaders have not succeeded in recruiting qualified staff to ensure compliance with the National Minimum Standards. Leaders follow appropriate performance management processes and encourage practitioners to attend relevant training. Supervision and basic evaluations are conducted regularly.

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).

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