



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

A report on

Caban Enfys

**Ysgol Esceifiog
Gaerwen
Anglesey
LL60 6DD**

Date of inspection: February 2023

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 Caban Enfys

Name of setting	Caban Enfys
Category of care provided	Full day care
Registered person(s)	Beth Woolley and Andzia Brain
Responsible individual (if applicable)	Not applicable
Person in charge	Michelle Williams and Tracey Parry-McIntosh
Number of places	30
Age range of children	2-11 years old
Number of 3 and 4-year-old children	27
Number of children who receive funding for early education	18
Opening days / times	Monday to Friday 9:00am – 5:30pm during term time. Monday to Friday 8:00am – 5:50pm during the holidays.
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	This is the first inspection since re-registering as Caban Enfys.
Date of previous Estyn inspection	February 2015 as Cylch Meithrin Gaerwen
Dates of this inspection visit(s)	14/02/2023
<p>The setting was previously registered as Cylch Meithrin Gaerwen. The setting was registered as Caban Enfys in December 2021.</p> <p>Most children who attend the setting come from Welsh-speaking homes.</p>	

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Ensure that parents and carers sign accident and incident records to show that they receive up to date information
- R2 Develop the use of assessments and observations further to be able to plan appropriate activities that meet all children's needs
- R3 Ensure further opportunities for children to extend their literacy and numeracy skills during spontaneous play

What happens next

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

Main findings

Well-being:

A majority of children are given good opportunities to make choices and decisions about things that affect them. They are happy and have settled well. Most children are hard-working and express enthusiasm and enjoyment in their play and learning.

A majority of children are confident communicators. They talk and express themselves well. Children greet practitioners and their friends with a smile as they come into the setting. They were heard enjoying a conversation with practitioners about their dinosaur birthday cake. The children talked to us about their favourite activities, who their friends are and some showed their favourite food in their lunch box. Nearly all children feel comfortable to ask for more milk during snack time and practitioners give this to them in a timely manner.

Nearly all children are happy because of the warm relationship between them and the practitioners, for example while enjoying sitting on a practitioner's knee and talking about seeing their friends play. A majority of children are familiar with the daily routine. For example, they showed us how they wash their hands before snack time and how they prepare themselves to go out to play in the fresh air.

A majority of children interact positively with their friends and practitioners. They enjoy socialising with others during food time and practise good manners. They learn to share and take turns, for example when helping each other to fill different-sized buckets while playing in the sand pit.

A majority of children are enthusiastic about their play and learning. They enjoy being imaginative in the home corner and use props to create a scene, for example while making food and pouring water from the kettle to make tea. Most children enjoy the play and learning opportunities and make decisions and choices about their activities, for example when choosing a variety of coloured stickers to make Valentine's Day cards for their parents and carers. The older children are energetic outdoors when practising developing their physical skills on their bicycles and when developing their balancing skills while walking on blocks and wheel boards.

A majority of children are given good opportunities to develop, learn and foster their independence skills, which enables them to pursue their interest and do things for themselves. They concentrate well while exploring the sensory resources, for example while searching for Arctic animals on the ice and water tray and dipping their hands into a tray of pink foam to mark and make shapes.

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

Most children develop a sense of belonging at the setting, are keen to choose activities and play spontaneously, and settle in easily. Many children play purposefully and make good progress, communicating effectively with others. For example, by expressing their feelings and needs appropriately, they have a close-knit relationship with their peers and practitioners.

Children's social skills develop successfully. A majority of children wait patiently for their turn while washing their hands and share toys and equipment appropriately. The few who have difficulty sharing with others respond well when a practitioner discusses and reasons with them. Most children listen to instructions well and act on them confidently. For example, they wait to hear their name before choosing some fruit from the shop.

One notable element in children's communication skills is their enthusiasm towards books. Many children pick up books voluntarily and ask practitioners to read them. They consider the content and respond and discuss enthusiastically, for example by exclaiming, "*Yli pa mor fawr yw e!*" ("Look how big it is!") and "That's a volcano!". As a result, a majority of children's communication skills are developing well. Many children are beginning to experiment with mark making for a purpose with a variety of media, such as crayons, paint and chalk and develop their early literacy skills appropriately.

A majority of children develop their creative skills well in a variety of media, such as joining in energetically while dancing and painting. While singing, they plead to sing again, "*Dwi eisiau gwneud o'n ffast tro hyn*" ("I want to do it fast this time"). Similarly, many children express themselves confidently while role-playing in the dinosaur small world and develop their expressive and communication skills effectively.

Many children develop good mathematical skills and use mathematical language in the correct contexts. For example, while naming and making different 2D shapes with their fingers and using mathematical vocabulary such as '*bach*' ('small') and '*mawr*' ('big'), '*hir*' ('long') and '*byr*' ('short') when making cakes out of dough. A majority have an appropriate understanding of numbers and count objects to 5 confidently, with a minority counting objects to 20. They are beginning to apply their numeracy skills appropriately, for example by understanding the value of money when buying fruit in the fruit shop.

Most children develop their physical skills effectively. For example, they develop increasing control when using large play equipment and develop good balancing skills while walking across the wooden planks. Many children also develop their physical co-ordination skills appropriately by filling the bucket with sand and filling a watering can in the water tub.

Many children develop their digital competence skills suitably. For example, many take pictures by using a tablet computer and input information to control a coding device successfully, on the whole.

Care and development:

Practitioners know the children well and respond to their requests immediately. A wonderful relationship has been fostered between them. They praise the children consistently for their efforts and celebrate their achievements. Nearly all practitioners have a suitable understanding of their roles and responsibilities to keep the children safe and healthy. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners record the children's attendance and who is caring for them regularly. They have up to date first aid and safeguarding training. Fire drills are carried out and the results are recorded to support practical improvements. All practitioners ensure that the children have healthy snacks and that water and milk is available. They organise suitable play

activities outdoors and encourage the children to play in the fresh air to foster their physical skills.

Practitioners encourage children to wash their hands and this helps to develop their personal hygiene practices positively. They complete accident and incident records, but not all of these have been signed by parents and carers to provide evidence that they have been informed about them. Practitioners practise nappy changing procedures that align with the current guidelines.

Practitioners organise suitable activities for the children and support them to develop their play and learning in a positive manner, for example by providing an experience of feeding a lamb that visited the setting and raising money for Ukraine. They invite children to share their likes and dislikes and this leads to lively discussions. Practitioners respond to the individual needs of each child and create an inclusive environment. Practitioners follow robust procedures to meet the needs of children with additional needs appropriately.

Practitioners develop children's awareness of their society and wider cultures effectively. Children take part in a variety of interesting activities, for example by learning about the festivals of different cultures and tasting different foods from other countries. Practitioners develop children's awareness of their local community positively, for example by organising events to raise money for local charities, going for a walk to pick blackberries and gathering wood for bonfire night.

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

Practitioners have a wonderful relationship with the children and take exceptional care of each one of them. Most show enthusiasm and interest in the children's efforts and the children respond excellently by demonstrating perseverance and resilience. The recent pedagogy of inviting children to play, including experiences that are of interest to them, ensures motivation and full commitment from a majority of children. Children with additional learning needs are identified and supported appropriately and, as a result, make good progress.

Practitioners work well together as a team to plan authentic and relevant opportunities to develop children's literacy and numeracy skills. Practitioners encourage children appropriately to make marks on Valentine's cards and use chalk on the ground in the outdoor area. They also provide a variety of suitable experiences for pupils to apply their numeracy skills, such as using money to buy fruit in the shop. However, provision does not stretch and challenge children to apply their skills fully while playing and learning spontaneously.

Many practitioners encourage children to express themselves effectively. For example, while discussing and responding to stories, they ask open-ended questions about the content of the story and succeed in drawing out enthusiastic and extended responses from the children. Practitioners model language appropriately and encourage children to use sentence patterns such as '*Ga i lefrith*' ('Can I have some milk'). There are valuable opportunities for children to express themselves creatively, for example by painting a lily, composing by hitting saucepans and making cakes out of dough.

Practitioners ensure rich opportunities to develop children's discovery skills. For example, they ignite curiosity towards various countries and create an erupting volcano. Provision also provides appropriate opportunities to develop children's ICT skills, such as their early coding skills and taking pictures with a tablet computer.

Practitioners supervise children effectively and treat them with care and respect, intervening appropriately, when necessary. They succeed in creating a stimulating and supportive environment for children and ensure that they develop as independent learners. Practitioners also develop their spiritual, moral and social skills effectively by encouraging children to respect others and know the difference between right and wrong. They promote Welsh culture well by celebrating St David's Day and St Dwynwen's Day. They also celebrate diversity and develop children's understanding of the wider world effectively by learning about various traditions, such as the Chinese New Year, Yom Kippur and Diwali.

Although practitioners are beginning to conduct suitable observations of children's progress to plan the next steps in their learning and development, they do not always use this information effectively enough to meet all children's needs. They use assessment findings appropriately to provide parents and carers with effective information about children's achievements. This is done by using social media, verbal discussions and in the children's individual '*Llyfrau Trysor*' ('Treasure Books').

Environment:

Leaders provide a safe and clean environment. They complete general risk assessments and identify potential dangers to children and what measures are in place to control these risks.

Leaders have increased the usual cleaning arrangements and follow the current guidelines for infection control. They make sure that clear information is available to everyone about how to deal with emergencies. Leaders ensure that all practitioners supervise children well.

Leaders have ensured that the layout of the provision promotes children's independence by enabling them to move around freely and make choices to pursue their own interests. There is a wide a varied range of toys and resources available and leaders make sure that children have access to appropriately sized furniture.

Leaders organise suitable learning and play areas and there is an appropriate selection of natural materials available to nurture children's linguistic, numeracy and self-awareness skills. Toys and resources are placed conveniently within the children's reach, which helps them to make decisions and choices about what they would like to play with. There is a suitable area for children to store their personal items and this creates a sense of belonging.

There are a few multicultural resources available to raise children's awareness of their wider society. Leaders use recycled and re-used materials effectively to decorate the home corner and help to develop children's imaginations through role-play. They ensure that children's artwork is displayed attractively, which gives children a sense of pride.

Leaders ensure that children are given sufficient opportunities to develop their physical skills and encourage practitioners to take children to the local park regularly.

They have created exciting areas for children to grow flowers and feed birds so that they learn about the nature around them.

Leadership and management:

The persons in charge share the leadership role effectively. They succeed in establishing a positive, supportive and welcoming ethos and, as a result, the atmosphere is a very happy one. The persons in charge work well together and ensure that members of the team understand their role and promote a safe and caring environment. They make the most of practitioners' expertise and strengths, for example by ensuring suitable experiences for three-year-old children to develop literacy and numeracy skills during circle time.

Members of the committee are clear about the requirements placed on them, are sensitive to the challenges within the setting and support the practitioners effectively, for example while moving to the new cabin and re-registering the setting. Together, the persons in charge and the registered persons ensure that risk assessment procedures and policies are up to date. The setting meets the national minimum standards and complies with most of the regulations.

Leaders have appropriate arrangements for identifying strengths and a few of the areas for improvement. However, they do not always act effectively enough on the steps for improvement. Leaders manage staff and resources appropriately. They follow safe recruitment processes and define roles and responsibilities clearly. The performance management process has been established appropriately, although leaders do not always record the findings of meetings incisively enough. Practitioners are given good opportunities to attend a range of training and apply their learning successfully.

Leaders use financial grants effectively to improve provision. For example, they have developed the green area by renting the school's land and paying for a fence to enclose the area. As a result, outdoor provision allows wider opportunities for children to develop their physical, discovery and creative skills.

The setting has an excellent partnership with parents and carers. Practitioners invest time in getting to know the children before they start and use the information from children's interests sheets to ensure that they settle happily at the setting. They work well with local businesses and agricultural families in the area to ensure that children are given diverse experiences. A recent example of this is bringing the community together to raise money for a local charity. They have a strong relationship with the local school and this contributes successfully to a smooth transition.

The setting uses social media and other programs effectively to inform parents and carers about any events and various activities. The '*Llyfrau Trysor*' ('Treasure Books') are a wonderful record of the learning journey of individual children and show the progress they have made during their time at 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)

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