



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

A report on

Cylch Meithrin Llanuwchllyn

**The Village Hall
Llanuwchllyn
LL23 7TT**

Date of inspection: March 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 Cylch Meithrin Llanuwchllyn

Name of setting	Cylch Meithrin Llanuwchllyn
Category of care provided	Sessional day care
Registered person(s)	
Responsible individual (if applicable)	Siân Gwent
Person in charge	Sioned Roberts
Number of places	24
Age range of children	2.5 to 4 years old
Number of 3 and 4-year-old children	10
Number of children who receive funding for early education	1
Opening days / times	12:30pm to 3:00pm Monday to Thursday
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 setting's first inspection since re-registering.
Date of previous Estyn inspection	July 2014
Dates of this inspection visit(s)	06/03/2023

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three- and four-year-old children who do not receive education in a maintained setting)	
Care and development	Good
Teaching and assessment (only applies to three- and four-year-old children who do not receive education in a maintained setting)	Good
Environment	Good
Leadership and management	Good

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Provide better opportunities for children to develop their skills in the outdoor area

R2 Ensure authentic experiences for children across the areas of learning

What happens next

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

Main findings

Well-being: Good

All children have a strong voice and express their opinions regularly. For example, they move around the room confidently, from one activity to the next, and help themselves to resources in boxes and drawers purposefully. Children know that their feelings will be given careful consideration by adults. For example, when they feel sad, they are comforted kindly by practitioners.

Nearly all children feel completely at home at the setting and enjoy attending the interesting sessions. By the time they arrive in the main room, nearly all are happy and go to play straight away. As a result, they settle very quickly and feel safe in their environment. They have a very close relationship with practitioners and are willing to talk informally with visitors about their efforts and their play. Nearly all are familiar with the daily arrangements and comply maturely with the setting's practices. This creates security for the children as they cope and familiarise themselves with new experiences.

Most children develop their social skills successfully. They are polite and well behaved and treat practitioners and their peers with respect. For example, they wait patiently for their turn at the snack table and respond politely when they receive their cups and drinks.

Most children enjoy their play activities and develop effective skills while experimenting and learning. For example, they have a great deal of fun while playing with sand and pebbles in the construction area and load the building materials into buckets and lorries diligently. As a result, many children respond excitedly while playing in the outdoor area. They use the equipment and develop their physical skills effectively by jumping in the water tubs, kicking balls and riding bicycles enthusiastically.

Most children develop their independent skills exceptionally well. For example, they put on and take off their coats without fuss. The helper of the day prepares fruit and pours drinks confidently for their peers. They make good choices in line with their interests and, during the session, they decide how to spend their time intelligently. They choose tasks in the outdoor area sensibly, in addition to choosing from the various indoor activities. As a result, they persevere conscientiously with their activities and immerse themselves in their play for long periods.

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: Good

Practitioners prioritise children's health and safety effectively. They understand their roles and responsibilities well and adhere to the setting's daily procedures conscientiously. Practitioners ensure good hygiene procedures. For example, they wash their hands regularly and disinfect surfaces carefully before snack time.

Practitioners follow good procedures for recording accidents and injuries. All practitioners understand the policy's expectations thoroughly and are confident about how to act should they have any concerns about a child's safety. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners develop a warm relationship with the children and treat them with care and respect. They are very kind and remind children to share toys and respect each other. They encourage children to resolve any conflict by discussing sensibly with each other, without too much adult intervention.

One of the setting's strengths is the way in which all practitioners use positive language with the children regularly, promote good behaviour and support children effectively. Practitioners are skilful at deciding when to take a step back and observe play keenly and when to intervene intelligently and question children with open-ended questions.

Practitioners know the children exceptionally well and respect their wishes and preferences. For example, they respond affectionately to a child who feels insecure on arrival. They comfort the child and encourage the children to be kind with their friends. As a result, they consider everyone's feelings effectively.

Practitioners develop purposeful opportunities to respond to children's interests. They encourage children to ask for help and support them to try specific challenges, such as playing dominoes.

Practitioners promote respect and tolerance successfully. For example, they teach children well about the customs and celebrations of different cultures. They also develop their understanding of Welsh celebrations and heritage well by studying the history of St Dwynwen and St David's Day customs.

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

Practitioners provide an interesting, broad and balanced curriculum that is based on a willingness to pursue children's lines of enquiry effectively. This includes walking to the village train station and visiting the railway museum. They plan well together to challenge children's learning through a number of practical activities, such as building ramps to race vehicles from one end of the hall to the other. They also use appropriate discussions with the children and weave them wisely into their daily assessments to plan purposeful next steps in individual children's learning.

Practitioners plan engaging opportunities to develop children's literacy and numeracy skills, particularly indoors. They strive consistently to stretch pupils' understanding by questioning individuals skilfully while they play and cooperate with the peers. This is

done while children make marks with paint on a transparent easel and as they sort and number farm animals in the small world area. Practitioners also provide regular opportunities to develop children's early digital skills. They encourage children well to use electronic tablets, program vehicles to travel on a track and take messages on a mobile phone. However, practitioners do not challenge children sufficiently to develop all of their skills wholly effectively in the outdoor area.

Practitioners' confident teaching methods encourage children to persevere purposefully with their tasks, which has a positive effect on their knowledge and understanding. They prompt children to try independently when solving problems and, as a result, children develop their cognitive skills well. For example, they motivate children to flow water through cylinders and gutters, quickly or slowly, while trying to avoid any waste.

Practitioners intervene skilfully during activities. They encourage children thoughtfully to experiment during play and to take advantage of effective discussions on how to develop their ideas. As a result, most children develop as confident learners. They are willing to try, discuss their successes and reflect when facing challenges. For example, practitioners encourage children to pick up pebbles with tongs and load them into glasses and to prepare imaginary food with moss, leaves and pinecones in the outdoor kitchen.

Practitioners ensure that children develop their physical skills successfully, such as encouraging them to ride bicycles enthusiastically on the playground and practice yoga. They provide effective creative activities, such as encouraging children to create rhythms with a tambourine and bells and allowing children to build towers to different heights with recycled cardboard boxes.

Practitioners develop children's spiritual, moral and social skills effectively. They promote Welsh culture well by celebrating St David's Day and competing in local eisteddfodau. They also celebrate diversity successfully by learning about the customs of the Chinese New Year and dressing up as citizens of Nepal while studying the country's customs.

Practitioners provide parents and carers with beneficial information about their children's achievements. This is done through social media and discussions to discuss progress over time. The progress booklet that is shared with parents and carers reflects the child's development during their time at the setting.

Environment: Good

Leaders ensure a safe and clean environment for the children. The building is accessed through a secure door and practitioners ensure that the external gate is closed when the service is open. Practitioners and visitors are asked to sign in promptly and detailed records are kept. Leaders ensure that the building's maintenance records are up to date. Practitioners conduct appropriate fire drills regularly and keep detailed records.

Practitioners ensure that they check and clean resources regularly. Leaders and practitioners identify risks effectively and produce thorough risk assessments for all learning areas and children's activities.

The quality of the environment provides good opportunities for children to play and learn both inside and outside the building. There are suitable toilets that respect the children's privacy. Practitioners plan a specific timetable for children to have unrestricted access to the outdoor area for long periods, which enriches the children's learning and well-being well.

Furniture, equipment, toys and resources are appropriate and of a good standard and are maintained carefully. However, practitioners do not always use real-life resources to provide authentic experiences for the children. Practitioners keep resources at a low level to enable children to choose independently and pursue their individual interests effectively. As a result, children are familiar with fetching and returning equipment to their appropriate places.

The outdoor area enables children to develop well physically, creatively and investigatively. For example, children enjoy themselves in the outdoor kitchen and prepare imaginary meals together. Practitioners ensure good personal and social development among the children and they have regular access to multicultural toys and books.

Leadership and management: Good

The responsible individual works diligently with the enthusiastic leader and practitioners to provide interesting experiences for the benefit of the children. The leaders' purposeful vision ensures beneficial provision, which focuses directly on improving children's outcomes. This is done through a rich range of engaging and challenging activities.

Leaders have established effective procedures to evaluate and improve provision at the setting. They focus on key aspects, such as teaching and effective planning. They also follow safe and robust recruitment processes that induct new practitioners effectively. They also focus on providing mindful pastoral care to all practitioners. As a result, practitioners are loyal and motivate the children to do their best throughout the sessions and their encouragement is very supportive.

Self-evaluation procedures and planning make improvements effectively. They succeed in improving the setting's practices and focus purposefully on targeting the current needs, such as developing the outdoor area further. Leaders use consistent arrangements to monitor the setting's practices thoroughly. The responsible individual works with the leader to validate decisions effectively and identify the setting's strengths and areas for improvement. These procedures ensure that the development plan includes reliable targets, such as improving provision in relation to the children's multicultural understanding. Leaders and practitioners are also a harmonious team who work together conscientiously and show a sensible willingness to follow the suggestions of support agency officers.

Leaders ensure that full consideration is given to the views of everyone who is part of the setting's life. They hold effective discussions with all stakeholders, such as parents and local authority officers, to improve provision and children's experiences. For example, they listen carefully to support officers about developing planning and assessment practices to better pursue children's interests. They also act sensibly on

the suggestions of parents and carers, such as holding meetings with parents to discuss their children's progress.

Leaders allocate resources well. They ensure that there are sufficient qualified practitioners and organise relevant training to meet practitioners' needs effectively. The use of the budget and grants prioritises expenditure against the setting's targets well. As a result, the leaders' positive attitudes ensure complete provision for children. This is done by funding useful equipment, such as digital resources, a water wall and construction and planting areas.

The setting has a range of beneficial partnerships and these links support the setting by providing engaging experiences for children to learn about their '*cynefin*'. For example, local farmers visit the setting so that the children can learn about how to care for lambs and goats. Practitioners also work well with the nearby school to facilitate the process of transitioning to the next stage in their education.

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)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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Publication date: 11/05/2023