



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

A report on

Cylch Meithrin Betws yn Rhos

**Back of Village Hall
Betws yn Rhos
LL22 8AW**

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 Betws yn Rhos

Name of setting	Cylch Meithrin Betws yn Rhos
Category of care provided	Full Day Care
Registered person(s)	Linda Griffiths and Meira Woosnam
Responsible individual (if applicable)	
Person in charge	Linda Griffiths
Number of places	18
Age range of children	2 – 12
Number of 3 and 4 year old children	4
Number of children who receive funding for early education	0
Opening days / times	Mondays and Thursdays 8 – 5, Tuesdays and Wednesdays 8 – 3, Fridays 8 – 1
Flying Start service	No
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	23 May 2018
Date of previous Estyn inspection	May 2014
Date(s) of this/these inspection visit(s)	23/03/2023
A large number of the children come from non-Welsh speaking households.	

Summary

Theme	Rating
Well-being	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 Extend opportunities for the children to play and learn independently
- R2 Improve the use of observations to inform the next steps in individual children's learning
- R3 Ensure that learning opportunities allow children to develop their skills fully
- R4 Ensure that practitioners take advantage of the training on offer in order to build on their current expertise

What happens next

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

Main findings

Well-being: Good

Nearly all the children have a strong voice, and make choices and decisions confidently when playing. Most move confidently between different activities and follow their personal preferences effectively, for example, helping themselves to resources of their choice. They are confident and follow their personal preferences effectively. For example, they enjoy watching the tractor cutting the grass from the window and they are confident to say that they aren't ready for their snack yet as they wish to continue watching the tractor.

Almost all children are happy to ask a question or inquire about something as they get a good response from practitioners. They are contented and comfortable in the care of the practitioners. They arrive at the setting contented and cope very well when separated from their parents and carers. The very few children who are less confident are supported by practitioners to help them settle. Almost all children are very well behaved during free play and group activity sessions. Many of the children share resources well and are beginning to understand how to take turns successfully. For example, they take turns painting with different coloured paint pots and pass them to each other after finishing. Almost all children enjoy experimenting with a wide variety of exciting play opportunities. For example, jumping in puddles outside laughing enthusiastically as they make the water splash onto their shoes and waterproofs.

Almost all the children form positive relationships with practitioners and their friends and approach practitioners to share their play or to be comforted. Almost all children enjoy their play and learning activities, and they chat and laugh whilst playing with the farm or making a picture using stickers. They enjoy moving from one activity to another, and persevere and concentrate for extended periods. For example, they love painting a rainbow and experimenting by mixing different colours and sharing different colours with one another. Almost all children enjoy experimenting with a wide variety of stimulating play opportunities. They are offered a good choice of free play opportunities in the main playroom and in the outdoor area. Almost all the children develop very good independence and self-help skills. For example, they cut their own fruit during snack time and pour water or milk into a cup. They use the toilet confidently, and wash and dry their hands unprompted.

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

No judgement applied. There is no report on children's learning. This is because the number of three or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

Care and development: Good

Practitioners provide good care and support for children. They implement appropriate policies to promote healthy lifestyles. Practitioners promote children's health and well-being effectively. They offer healthy and nutritious snacks and drinks, including

fresh fruit, milk and water. They know the children very well and have a good understanding of their needs and preferences. For example, they respond sensitively to children who choose not to participate in group activities. Practitioners have received training on safeguarding children, and are confident of how to act should they have any concerns about a child. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern.

Practitioners identify risks and actively manage them. They have an understanding of their responsibilities and provide suitable opportunities for children to develop in an age- and ability-appropriate manner. They give the children safety messages, such as not eating grapes which haven't been cut and explaining the risk of choking. In addition, they follow procedures for recording accidents or injuries appropriately. Practitioners understand the behaviour management policy, and act as good role models. They listen to children's views, and respond well to them.

Practitioners' interactions with the children are positive, showing warmth and kindness. They form a very close working relationship with the children. Consequently, the children follow the practitioners' instructions intelligently. For example, the children go about tidying up without any fuss and are thanked for their cooperation. Practitioners are sensitive to the needs and experiences of individual children.

The practitioners promote the children's play, learning and development very effectively. They ensure the children feel comfortable and happy, discussing play opportunities with the children and asking open-ended questions very skilfully. For example, they discuss sinking and floating when a child puts a pear in his cup of water. The setting has effective processes in place for meeting children's individual needs, including children with additional learning needs.

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

Practitioners provide a balanced and interesting curriculum and jointly plan appropriately to promote the children's learning through a variety of practical activities. They question the children intelligently and follow the children's interests sensibly. For example, the children have independent opportunities to build a farm using 3D shapes and to count frogs in the water tub. However, the practitioners do not provide enough periods where the children can play and learn independently.

Practitioners assess the children's progress regularly during their activities, for example, when they create different rhythms for drums and guitar. However, although they integrate regular discussions with the children into their assessments appropriately, they do not plan the next steps in individual children's learning entirely effectively. They use the assessments to provide useful information about the children's achievements to their parents and carers by offering occasional visits to the setting and having regular discussions with them. In addition, good use is made of social media to contact parents and carers regarding the children's activities and the setting's arrangements.

Practitioners plan interesting opportunities to develop the children's digital, literacy and numeracy skills. They extend their understanding by motivating them to persevere when playing, for example when using paint brushes to create a rainbow and programming electronic vehicles to follow a specific route. They prompt the

children to create a spider using hand prints and to follow patterns when sorting colourful shapes onto pegs. In addition, the practitioners motivate the children effectively to make marks by writing their names on white boards, and encourage them to sort and count teddies by colour and size.

Practitioners succeed in inspiring the children to try to develop a wide range of skills. Practitioners' sensible teaching methods support the children to cooperate purposefully, which has a positive impact on their knowledge and understanding. They provide engaging activities that enable the children to take risks and develop good cognitive skills. For example, they challenge the children to saw sticks and weave them together to create a stick man and to follow a recipe for baking biscuits and jam tarts. However, the practitioners do not always ensure that the learning opportunities challenge the children to develop their skills fully to the best of their ability.

Practitioners ensure that the children develop their physical skills successfully. They encourage them to ride bicycles and tractors enthusiastically and to tread carefully on an adventure trail. They provide effective creative activities such as yoga and dancing to African musical rhythms. In addition, they encourage the children to mix water and soil in the mud kitchen to create meals, and prompt them to role play by wearing masks to emulate jungle animals.

Practitioners develop the children's spiritual, moral and social skills effectively. They promote Welsh culture well by celebrating the history of Santes Dwynwen, Saint David's Day, local castles and coastal features. Furthermore, they celebrate diversity well by studying Chinese traditions and the customs of Ramadan.

Environment: Good

The person in charge, who is also one of the registered persons, provides a suitable, secure and clean environment for children. She ensures that practitioners discharge safety precautions effectively, such as checking the outdoor area to remove hazards before children use it. The person in charge and the practitioners complete a risk check list for every area on a daily basis and complete adequate generic risk assessments.

The environment is inclusive and every child is given equal access to all the diverse resources and activities that are available. The environment allows children the opportunity to go to the toilet and use the hand-washing basins independently. The person in charge follows consistent arrangements in relation to the safety of the environment and regular cleaning procedures which reflect good hygiene practices. Her robust infection control practices minimise any risk to children's health and safety.

The setting's main room is welcoming and friendly, and offers a stimulating environment for play and learning. The person in charge makes good use of the room and the outdoor area to provide organised learning areas that children can use independently. For example, the role play area promotes learning experiences by offering low level resources and furniture. The person in charge and the practitioners ensure the children have an opportunity to use the outdoor play area every day.

The person in charge ensures that almost all children can access a wide range of furnishings, toys and equipment that are age-appropriate and of good quality. For

example, there are baskets and open shelves for the children to explore and a great deal of natural and home furnishings available. The person in charge provides resources to stimulate the children's curiosity in wider society, promoting equality and raising awareness of different cultures. They extend the children's knowledge and development in the outdoors by offering a good range of resources that stimulate their curiosity and interest.

Leadership and management: Good

The leaders' sensible vision in relation to ensuring purposeful provision enables practitioners to operate effectively to improve the children's outcomes. Leaders have developed very established leadership strategies, which focus directly on offering engaging experiences to develop the children's well-being and learning. The practitioners' positive approaches promote effective cooperation. Practitioners share an agreed vision of creating a busy environment which focuses on maintaining the children's well-being and confidence purposefully. In addition, there are safe recruitment processes in place, and the leaders set high expectations to maintain enthusiasm among the practitioners to promote the children's learning.

The person in charge operates appropriate self-evaluation procedures, which lead to sensible targets for improvement. These focus on creating improvements to further develop the setting's practices. On the whole, they identify the setting's strengths and matters for improvement well. For example, recently, they have focused on developing new planning practices and the effectiveness of their daily assessments.

Support agencies encourage the person in charge and the practitioners to attend relevant training and to adopt their suggestions in order to improve their knowledge and their teaching, planning and assessment practices. However, the leaders do not ensure that the practitioners take advantage of the training on offer. This adversely affects opportunities to improve the practitioners' current expertise, such as how to refine planning and adapt assessment practices.

Leaders ensure full consideration is given to the views of everyone associated with the setting. They conduct purposeful discussions with all stakeholders, such as the local school, parents and carers, to improve the provision and children's experiences. For example, they act on the school's advice to improve the resources in the outdoor area, to better follow the children's interests. In addition, they use social media effectively to provide up-to-date information about the children's experiences to their parents and carers.

The leaders ensure robust pastoral care for the children, creating a wonderful sense of belonging among the children and adults. This close-knit and supportive atmosphere motivates the children to do their best and persevere in their play and learning. The productive relationship with the local school reinforces the children's understanding of their habitat and effectively prepares them for the next step in their education. In addition, the person in charge has formed a range of strong partnerships locally, which offer the children engaging experiences. For example, the children visit the local shop and garage to buy goods and go to the beach to study sea life.

Leaders allocate resources purposefully. They use the budget effectively, prioritising expenditure sensibly against the setting's targets. For example, they use grants

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intelligently to fund various resources, such as electronic resources, a wooden gazebo and a mud kitchen.

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 rating 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

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